DOCUMENT RESUME

ED 434 205 CE 079 072

AUTHOR	Royce, Sherry
TITLE	The Adult Teacher Competencies Study. Final Report. A 353 Special Demonstration Project.
INSTITUTION	Royce and Royce, Inc., Lancaster, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	1999-00-00
NOTE	131p.
CONTRACT	98-99-9003
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Educators; *Adult Literacy; *Competence; Competency Based Education; *Literacy Education; Material Development; *State Standards
IDENTIFIERS	*Pennsylvania; 353 Project

ABSTRACT

A study was conducted to develop a set of instructor standards that describe high-quality teaching behavior for adult literacy teachers, program administrators, state staff, and stakeholders. The standards were created by a task force of 15 experienced adult literacy practitioners and reviewed and revised by focus groups of practitioners at seven sites in Pennsylvania. As a result of this process, a set of five standards were finalized that describe high-quality adult teacher behavior: (1) adult theory in practice; (2) instructional expertise; (3) community interaction; (4) professional development; and (5) program operations. The standards and the database into which the standards were entered are available to educators at a central location. In the next fiscal year, the standards will be field tested with 40 practitioners in 12 programs throughout Pennsylvania. (Appendixes to the report include a list of 17 resources, task force meeting agendas, minutes of task force meetings, focus group materials, and the standards and competencies that were developed during the project.) (KC)

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Adult Teacher Competencies Study

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FY 1998-1999
#98-99-9003 $23,445
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ATCS: Adult Teacher Competencies Study was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor the Pennsylvania Department of Education and no official endorsement should be inferred.

CE 057072

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The Adult Teacher Competencies Study

A 353 Special Demonstration Project

Grant #: 98-99-9003

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PROJECT YEAR: July 1, 1998-June 30, 1999

The activity which is the subject of this report was supported in part by the US Department of Education. However, the opionions expressed herein do not necessarily reflect the position or policy of the US Department of Education or the Pennsylvania Department of Education, and no offficial endoresement by these agencies should be inferred.

GRANT RECIPIENT	Dr. Sherry Royce
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PROGRAM NAME:	The Adult Teacher Competencies Study
GRANT ALLOCATION:	$23,445
PROJECT PERIOD:	July 1, 1998 to June 30, 1999

PROJECT PURPOSE:

The ATCS study proposed to develop a set of instructor standards that describe high quality teaching behavior. Each standard would incorporate performance indicators, and a three-tier checklist of instructor competencies.

PROJECT OUTCOMES:

The ATCS study developed a set of five standards that describe high quality adult teacher behavior, namely: Adult Theory in Practice, Instructional Expertise, Community Interaction, Professional Development, and Program Operations. These five standards incorporate 13 units, 29 performance indicators, and a three-tier checklist of 139 instructor competencies. The performance indicators and competencies proposed by a task force of 15 experienced ABLE practitioners were reviewed and revised by Focus Groups of 59 practitioners at seven sites throughout the Commonwealth and at the 1999 PACCE Midwinter Conference. After a final review by the ATCS task force for standard usage and simplicity of concept and language, the ATC Standards were entered into a FileMaker database, intended for use as a Professional Development Center instrument.

TARGET AUDIENCE:

The target audience includes ABLE teachers, program administrators, state staff and stakeholders.

IMPACT:

The impact of the ATCS project in its current year was to alert practitioners and programs throughout Pennsylvania of the competencies that make up high quality adult teacher practice.

PRODUCTS DEVELOPED:

The project developed a set of ATC Standards, a database into which the standards were entered and an analysis of the sample population for the study.

PRODUCTS AVAILABLE FROM:

The products are available from AdvancE, Pennsyvlania Department of Education, Floor 11, 333 Market Street, Harrisburg, PA 17126-0333.

PROJECT CONTINUATION and FUTURE IMPLICATION:

In FY 1999-2000, ATC Standards will be field tested with 40 practitioners in 12 programs throughout Pennsylvania. As refined by the field testing and implemented throughout Pennsylvania, it will provide the groundwork for a statewide system of self-directed staff development, utilizing PDC resources and teacher training modules, embodying peer mentoring and review, and lodged in local programs as part of their program improvement plan.

CONCLUSIONS/RECOMMENDATIONS:

This project successfully completed its major task of establishing adult teacher standards, delineating a continuum of adult teacher competencies and establishing measurable levels to identify entrance, experienced, and expert adult practitioners. With the implementation of the ATCS project proposed for FY 1999-2000, we will test the feasibility of coupling ATC standards to a flexible system of self-directed staff development within local programs and a portfolio-generated, databased reporting system that provides measurable information on practitioner proficiencies.

COMMENTS:

The Adult Teacher Competency Study is founded on the assumption that informed teaching drives practice and that quality programming is dependent upon quality teaching. We have made every effort to apply the principles of adult education.we use with adult learner to adult teachers, such establishing baseline standards of practitioner performance; applying cooperative planning in staff development, and anticipating changes in behavior and practice in the classroom and in the program as a result of professional development. Furthermore, by engaging practitioners in the formulation of rating of the competencies, we hope to provide the ownership that is engendered when a project is develop from the "ground up" rather than imposed from the "top down."

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The Adult Teacher Competencies Study

INTRODUCTION

In FY1998-99, the Adult Teacher Competency Study (ATCS) developed a set of five standards that describe high quality adult teacher behavior, namely: Adult Theory in Practice, Instructional Expertise, Community Interaction, Professional Development, and Program Operations. These standards along with corresponding performance indicators and competencies were first identified by a task force of 14 experienced ABLE practitioners under the leadership of Dr. Sherry Royce, ATCS project director

The ATC Standards proposed by the task force were reviewed and revised by Focus Groups of 59 practitioners at seven sites throughout the Commonwealth and at the 1999 PACCE Midwinter Conference. After one final review for standard usage and simplicity of concept and language, the ATCS task force recommended the five ATC Standards consisting of 13 units, 29 performance indicators, and a three-tier checklist of 139 instructor competencies.

The ATC Standards Task Force consisted of 10 members plus the project director, the research assistant, two Bureau of ABLE members, and an ad hoc member representing Project EQuAL.

ATC STANDARDS TASK FORCE

Project Staff:	*Sherry Royce, Kevin Brady
Bureau ABLE Staff:	*Helen Hall, *Ella Morin
Equal Representative:	Sandy Strunk, ad hoc
ESL Focus Group:	Judy Rance Roney, ESL Director Lehigh University
	*Carol Goertzel, executive director, WAWA, Inc.
	Eileen Mangold, ESL instructor, Luzerne CC (ALTA)
ABE/GED Focus Group:	Bootsie Barbour, Supervisor adult education, NW TriCounty IU
	*Priscilla Carman, Research associate, PSU ISAL
	Kathy Gleockner, ABE/GED instructor, Bradford County Action
Literacy Focus Group:	*Mary Hohensee, director, Lancaster-Lebanon Literacy Council
	Monica Matthews, director, Mid-State Literacy Council
	Yvette Walls, Literacy/ABE/GED instructor, Center for Literacy
	*Amy Wilson, Training coordinator, TLC, Penn State University

The ATC Standards Task Force was structured to reflect expertise in three focus areas: ESL, ABE/GED, and Literacy. Each group was composed of an ABLE outstanding teacher, a program administrator, and a university-based researcher/teacher or tutor trainer. A star (*) before an individual's name indicates a former member of the Project APEX Blue Ribbon Task Force who has had experience in determining criteria of excellence. According to their expertise, Yvette Walls, Kathy Gleockner, and Eileen Mangold, winners of the 1998 Adult Practitioner Excellence Awards, serve as members of different focus groups.

Dr. Royce, ATCS project director and research specialist, served as an ABLE program director for 17 years and directed 49 special projects since 1976. As project director for *Project APEX*, Royce organized a Blue Ribbon panel that developed a nominations form and procedures for selecting and honoring exemplary adult education practitioners. They identified 67 criteria of teacher excellence and classified them under the headings of Adult Learning, Instructional Expertise, Professional Development, and Community Involvement.

As project director for *Self-Directed Staff Development*, Royce established a system whereby staff members in Lancaster-Lebanon IU 13's adult program negotiated yearly staff development contracts based upon an assessment of their experience and performance. Her research at Teachers College, Columbia University, was in the area of identifying the characteristics and concerns of adult education practitioners and adult education leadership. Her dissertation, *The Lonely Profession,* is keyed to the identification of exemplary practitioners.

Kevin Brady, the research assistant, provided the data collection statistics for the Focus groups and the sample population. Brady, director of education for the Mayor's Commission on Literacy, was formerly technology coordinator and youth projects coordinator for the Lutheran Settlement House. He has conducted GED tutoring, taught ESL students, developed curriculum for computer-aided instruction in ABE, GED, and ESL settings, and published a comprehensive teacher's guide which drew heavily from multiple intelligence theory and self-assessment techniques.

Judy Rance Roney, director of ESL at Lehigh University, took responsibility for designing the field test protocol and led the ESL focus group that brainstormed adult teacher competencies. In addition to her university duties, Rance Roney has served as an ESL instructor and administrator, director of the adult education staff development grant funded to Lehigh University, and director of

the adult literacy program at Northampton Community College. She is the co-author of *How Adults Read* and *Teaching Reading to Adult ESL Learners*, perennial favorites among 353 special projects.

Carol Goertzel, executive director of WAWA, Inc., a welfare agency providing residential programs and services for at-risk women and children, assisted Kevin Brady and Yvette Walls in field testing the checklist of competencies in the Philadelphia area.. As the former director of Lutheran Settlement House's (LSH's)Women's Program., she supervised ABE, GED, and ESL programs and served as project director for 13 exemplary special projects in the areas of ESL, reading, life skills curriculum, and staff development.

Bootsie Barbour, coordinator of the Northwest Professional Development Center and Supervisor of the Tri-County Adult Education program, led the ABE/GED focus group that brainstormed adult teacher competencies. An assessment specialist, Barbour led the field testing in northwestern and southwestern Pennsylvania. Priscilla Carman, a research support associate for the Institute for the Study of Adult Literacy (ISAL), wrote the introduction to the study and conducted the field testing in the central region. Currently project coordinator of The America Reads Program at the Pennsylvania State University (PSU), Carman is an assessment specialist, with such credits to her name as co-author of *Assessment and Adult Learners: Getting the Most from Standardized and Informal Assessment Instruments* and "Assessment in Adult Basic Education Programs," in *Assessing adult learning in diverse settings: Current issues and approaches.*

Amy Wilson, training coordinator for Tutors of Literacy in the Commonwealth (TLC), Mary Hohensee, executive director of the Literacy Council of Lancaster-Lebanon and Monica Matthews, executive director of the MidState Literacy Council, shared responsibility for the Literacy focus group. Wilson works as an adult education teacher in the State College Area School District while maintaining responsibility for planning, coordinating, and implementing the TLC statewide training program for tutors and tutor trainers. Hohensee has been responsible for implementing the use of the CASAS testing program, developing new staff evaluation procedures, and designing and implementing special projects in the two county literacy program she operates.

Matthews, has been responsible for a 353 project that developed an assessment tool to measure learner's strengths and a guide that describes skills needed by practitioners to gather qualitative assessment information about adult learners including an understanding of in-depth interviewing, the ability to infer from observation, and reflective practice techniques.

ATCS task force members include PDE Bureau of ABLE staff members, Helen Hall and Ella Morin ,as well as Sandy Strunk as an ad hoc member representing Project EQuAL.

This Final Report includes a decription of the project, the process, and an analysis of the population that developed the ATCS standards. It should be of interest to any entity engaged in adult education teaching, tutoring or training, including federal and state departments of education, labor, welfare and human services, national, regional and state adult education clearinghouses, colleges and universities, community-based agencies, correctional institutions, business and industry. Copies of this Final Report can be obtained from AdvancE, Pennsylvania Department of Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333. Phone from Pennsylvania: (800) 992-2283. Out of state telephone: (717) 783-9192. Fax (717) 783-5420.

BODY OF THE REPORT

STATEMENT OF THE PROBLEM

Authorities tell us that adult education is an adventitious profession, one entered into later in life by practitioners from a variety of occupations and seldom by design. What separates the novice and the transient from the dedicated and knowledgeable adult education practitioner? And how do you learn what you need to know to be an effective, if not an excellent, adult education teacher?

Educators in the K-12 system depend upon a foundation of youth-oriented institutional education where specialized knowledge is taught in compartmentalized subject areas and theory and socialization are acquired upfront in university study. Practitioners in the field of adult education acquire generalist and specialist knowledge through networking with colleagues, experimenting in the classroom, and receiving short shots of staff development offered by their programs, their institutions, their professional associations, and their funding sources.

With millions of dollars being spent on Adult Basic and Literacy Education (ABLE) professional development each year, the time has come to ask: What are we training for? What are the minimal competencies that ABLE teachers should have at the time of their entrance into an program? What proficiencies should be demonstrated by effective teachers? What are the indicators of excellence?

Only when we develop instructor standards, performance indicators, and demonstrable competencies will we be able to design and/or adapt our professional development offerings to meet the challenge of teachers with different backgrounds, experience, strengths and weaknesses. Adult educators assess adult learners formally or informally in order to cooperatively plan instructional programs. And we anticipate changes in their lives as parents, workers, and citizens as a result of what they have learned in the classroom. These are principles of adult education. Should they not

be as applicable to adult teachers as to adult learners? Should we not begin with baseline standards of practitioner performance? Should we not apply cooperative planning in our staff development? And should we not anticipate changes in behavior and practice in the classroom and in the program as a result of professional development?

If we believe that informed teaching drives practice and that quality programming is dependent upon quality teaching, then our efforts at program improvement and professional development must begin by establishing standards for adult education instructors and developing a continuum of practice leading from the competencies expected of teachers at entrance level to the proficiencies demonstrated by practitioners at effectiveness and excellence levels.

In order to take advantage of past work in the area of adult teacher competencies while crafting a product that met the unique needs of Pennsylvania practitioners and stakeholders, the following goals and objectives were proposed:

GOALS AND OBJECTIVES

1. Review research on teacher competencies in the literature and field-based research and practice as demonstrated in Pennsylvania and other states.
2. Develop a set of adult teacher standards and related performance indicators
3. Use Focus groups to prepare a three-tier check list of instructor competencies.
4. Field test the checklist in multi-county and urban ABLE program sites.
5. Evaluate the study and complete the Final Report

PROCEDURES

A. REVIEW OF THE LITERATURE.

The following review of literature was shared with all members of the ATCS task force prior to the first task force meeting. For the most part, research into adult education practitioner performance has concerned itself with determining appropriate competencies rather than identifying characteristics of excellence. The seminal work in this field, Donald W. Mocker's *A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers,* was published in July, 1974 by the University of Missouri-Kansas City School of Education. His list of 291 competencies appropriate for ABE teachers was established by 234 ABE teachers and administrators representing 33 states. It is classified as to knowledge, behaviors, and attitudes and ranked as to high or low priority according the following scheme.

TABLE I: MOCKER'S COMPETENCIES

	Scope & Goal of Adult Ed	ABE Curriculum	ABE Learner	Instructional Process
Knowledge				
Behavior				
Attitude				

In 1989, Merriam & Cunningham followed up on Mocker's work on identifying ABE teacher competencies and in 1991 Leahy repeated the study with 687 ABE teachers and program administrators throughout the nation. In 1993, the Pelavin Research Institute issued a *Study of ABE/ESL Instructor Training Approaches* which generated field- and research-based information regarding the broad competencies needed by adult educators. In 1997, Pelavin published a list which incorporated the generic skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). It classified proposed competencies under the areas of: Communicating/ Collaborating; Maintaining a Knowledge Base; Managing Resources (Time, Materials, Space, People); Continuous Monitoring and Assessment of Learning; and Understanding and Evaluating Systems and Relationships. The Mocker, Leahy, Cunningham, and Pelavin studies provide us with a broad base of proposed competencies and alternative classification systems to consider when determining a set of standards, performance indicators, and competencies appropriate for adult teachers and tutors practicing in ABLE programs in Pennsylvania.

The states of Minnesota, California, and Kentucky have developed sophisticated performance guidelines for instructors. *Teaching Principles and Competencies for the Minnesota Adult Educator* identifies and addresses ten principles adopted in 1994 by the Minnesota Board of Teaching and the National Board for Professional Teaching Standards. In a personal discussion with Brian Kanes, former adult education state director of Minnesota, he revealed that the competencies adopted were never put into standardized practice throughout the state because of the strong opposition of their teacher's union.

The Minnesota situation teaches us that ABLE teachers have to be deeply involved in the development of standards, performance indicators, and competencies. A sense of ownership belies the threat of sanctions. However, ABLE teachers will embrace the concept of competencies only if they see it as a ladder that enables them to build proficiency according to their own best style of learning, in a way and at a time that serves their interests as well as program needs. Self-directed

staff development contracts embodying peer review as well as awards for proficiencies attained should balance any implied threat with concrete rewards. Pennsylvania has made great strides in this direction by starting the process of establishing adult education teacher standards with the APEX Project which recognizes and rewards practitioner excellence.

California, using 353 funding, has developed *Model Standards for Adult Basic Education* and has published the *ESL Handbook for Adult Education Instructors,* which contains a chapter outlining the qualities associated with effective ESL instructors. Furthermore, evidence of teacher competence serves as criteria for evaluating program excellence. The California guide, *Adult Education Programs of Excellence: A Tool for Self Review and Identification,* states: "Programs of quality offer examples of ways practitioners provide excellent service to our adult learner customers." This self review workbook identifies specific teacher actions that not only determine program effectiveness but also indicate levels of practitioner competency.

The lesson we learn from the California study is that levels of teacher competence/proficiency are closely tied to measures that attest to program quality. In developing Pennsylvania's adult education teacher standards, indicators, and competencies, we must look to Pennsylvania's Indicators of Program Quality and interface with models already created under Project EQuAL such as the "Program Self-Assessment Pilot Project."

Kentucky, under the direction of Dr. Sandra Kestner, supervisor of Professional Development and Training, has led the way in developing competency-based staff development and training resources for adult education instructors. Kentucky's comprehensive professional development program includes instructor standards, practitioner proficiencies, an instructor self-evaluation instrument, an instructor self-improvement plan, and a choice of four different approaches to the delivery of staff development. These approaches include: group-guided staff development (study groups, focus groups, and teacher networks); individually-guided staff development (individual professional growth plans; action research, and inquiry); observation and feedback (mentoring; peer observation/coaching; and program exchanges); and training (workshops, classes, institutes, conferences, new staff orientation, and follow-up training).

Kentucky, which operates a six region professional development center system similar to Pennsylvania's, proves that given time, talent, knowledge, and imagination it is possible to do it all. Kentucky has not only developed standards and demonstrated proficiencies (competencies) for adult education instructors, it has *required* a yearly individual professional growth plan for all adult education providers, a minimum number of required hours of approved training yearly for

experienced providers, and standardized orientation programs for new instructors and new supervisors. The lesson we learn from Kentucky is that while standard fare such as new teachers institutes and instructional modules have a valuable place in training, a comprehensive plan allows for individual differences and encourages cooperative planning while mandating continuing involvement in professional development.

The National Center for the Study of Adult Learning and Literacy (NCSALL) has been funded to conduct a four year study to measure different approaches to staff development, namely a traditional workshop/training approach, a catalyst/mentor teacher approach, and a practitioner research approach. As Judy Hofer, World Education Research Coordinator, suggested in a personal letter to the project director (April 3, 1998), there is an overlap between the NCSALL study and the proposed Adult Teacher Competencies Study.

World Education will examine the ***change*** that occurs in teacher's knowledge, beliefs, ability to learn from and about their experience, and actions in and outside the classroom as a result of participation in specific staff development activities. The Adult Teacher Competencies Study will identify levels of competence/proficiency in teacher's knowledge, beliefs, ability to learn from and about their experience, and actions in and outside the classroom in order to foster ***change*** through staff development keyed to the individual's learning style and competence level.

While both projects are seeking to capture and elucidate measurements of change/growth, the Adult Teacher Competencies Study is based on the following assumptions: 1) adult education teachers are diverse in their experience and proficiency; 2) it is possible to identify a continuum of adult teacher competencies/proficiencies from entrance level (novice) to experienced (effective) level to expert (excellence) level; 3) staff development activities best serve the individual, the program, and the state when we apply the principles of adult education to teachers as well as to learners, namely, that we:

a. establish the adult teacher's level of competence/proficiency;
b. use cooperative planning to guide the selection of professional development activities;
c. provide a variety of activities in keeping with the adult teacher's learning style;
d. monitor the transfer of instruction to practice;
e. provide recognition/rewards for achieving new levels of mastery.

In FY1994-95, Pennyslvania entered the field of Adult Teacher Competency research with a review of the literature by Tana Reiff entitled *Adult Basic & Literacy Education Staff Competencies.* In addition to the previously cited research on the subject and the work carried out by

Minnesota, Kentucky, and California, Reiff identified 10 studies closely tied to teacher training/tutor training. While a review of these studies can serve as a resource for this project, they have inherent problems in that they were not intended solely for an ABLE population, or they are specific to one type of ABLE teacher (i.e. ESOL), or they are so generic as to be meaningless (i.e. Professionalism: follows procedures and policies).

Richard Gacka's FY1994-95 special project *ABE Professional Staff Registration* provides a critical review of the problems implicit in establishing a credentialing system for ABLE staff and issues some warnings and some sound advice. His study incorporates the concept of a skills continuum, evaluation of performance, a skills checklist detailing specific behaviors, and the philosophy of self-directed staff development that lies at the heart of this proposal.

In FY1997-98, the Bureau of ABLE took the first step in the process of establishing adult teacher standards by funding Project APEX. APEX developed criteria for identifying ABLE Practitioner EXcellence and identified three practitioners whose characteristics, skills, techniques, strategies, and core knowledge base may indeed inform us about high quality adult education practice. As members of the ATCS task force, these APEX recipients and seven members of the FY 1998-99 APEX panel bring the expertise acquired last year in developing and demonstrating indicators of adult teacher excellence to the process of detailing adult teacher competencies.

This review of literature revealed that the identification of adult teacher competencies is a complex issue that requires an interface with Pennsylvania's quality initiatives and an examination of Pennsylvania's practice of professional development. To be successful, adult teacher competency standards must be crafted so that they are not accepted as just another requirement by Pennsylvania's programs but welcomed as a learning opportunity by Pennsylvania's practitioners.

B. RESEARCH PHASE

To insure that task force members were adequately prepared for the first meeting of the ATCS task force on July 24, 1998, the following measures were undertaken.

- The research specialist provided task force members with a notebook containing the following items (See Appendix A: List of ATCS Resources):

1. Project Information: letter and a copy of the FY 1998-99 ATCS proposal;
2. APEX criteria (performance indicators of adult teacher excellence developed in FY 1997-98 by the APEX project)
3. Competency Literature (a reproduction of releant studies and state regulations)
4. Competency Surveys (surveys used to recommend adult teacher competencies)

- The research assistant was asked to review the five nominations received for Pennsylvania's 1998 APEX award and prepare an item analysis of instructor knowledge, attitudes, and behaviors that were considered indicative of high quality adult education. These adult teacher proficiencies were then correlated with APEX indicators and Kentucky and Pelavin Standards and presented at the July 24th Task Force meeting (See Appendix B for Task Force Meeting Agendas and Appendix C for Comparative Standards and Indicators).

- All task force members were given the following assignment. Using the APEX or Kentucky model as a template, they were to prepare and send a list of Performance Indicators to the project director prior to the meeting The project director analysed and condensed their lists in order to present an orderly compilation of their preferences at the July 24th meeting.

C. PROJECT DESIGN AND DEVELOPMENT

The summer planning and development meeting took place on July 24, 1998. Although the agenda was ambitious (See Appendix A), task force members were enthusiastic about the project, had reviewed the research prior to the meeting, and were fully prepared to meet the challenge. Much was accomplished. Kevin Brady presented an item analysis of instructor knowledge, attitudes, and behaviors that were mentioned in the nomination forms submitted for the 1997 APEX outstanding practitioner awards. These adult teacher proficiencies were correlated with APEX criteria of excellence and Kentucky and Pelavin Competency Standards

The task force identified and agreed upon five Standards: Adult Learning Theory in Practice; Instructional Expertise, Community Interaction, Professional Development, and Program Operations. They then proceeded to break down the Instructional Expertise Standard into a number of subsections that were designated as "units."

The group proceeded to break down the Instructional Expertise Standard into a number of subsections that were designated as "units." The following Units were identified:

A. **Instructional Expertise Units**

1. Exhibits command of content
2. Designs and plans instruction
3. Fosters learning
4. Assesses and monitors learning
5. Participates in professional development activities related to instruction and/or assessment.

B. **Community Interaction Units**

1. Utilizes community resources.
2. Encourages adult learner involvement in the community
3. Understands the relationship between the adult education program and the community.
4. Participates as an adult educator in community affairs.

During discussion of the Community Interaction Standard, it was agreed that this standard take into account the instructor's skill in "bringing the community into the classroom" as well as helping learners to become more active in their communities. The task force designated *"Promotes adult education's role in the community"* as a performance indicator.

C. **Adult Learning Theory In Practice Units**

1. Creates and sustains a positive adult learning environment.
2. Promotes independent and lifelong learning
3. Fosters creative problem-solving.
4. Shows respect for adult learners.

D. **Program Operation Units**

1. Understands goals, policies and procedures of the agency.
2. Functions as an effective team member.
3. Exhibits Accountability.

E. **Professional Development Units**

1. Maintains awareness of current adult learning theory.
2. Participates in professional development activities related to instruction and/or assessment.
3. Participates as an adult educator in community affairs
4. Understands the adult education system.
5. Models lifelong learning in their own professional development

A discussion of the Professional Development Standard addressed the question of whether Professional Development should remain an independent standard or should be folded into the other standards. The task force finally agreed that elements of professional development could be placed underneath each of the standards, but Professional Development required its own standard.

The task force then amended the ATCS definitions provided in the original proposal as follows to include the concept of units:

TABLE II: ATCS DEFINITIONS

ATCS Standards

ATCS Standards establish a common core of knowledge, skills, and behavior for adult education teachers. They are benchmarks for competent performance. While knowledge of specific content and strategies are required for ESL, ABE/GED, literacy, family and workplace programs, the Adult Teacher Competency Study addresses generic standards applicable to all ABLE practitioners. These standards are broken down into ATCS Units.

STANDARD: Adult learning theory in practice

ATCS Units

ATCS Units are statements, which articulate the various elements of each standard. Each unit is comprised of ATCS Performance Indicators.

UNIT: Respects adult learners

ATCS Performance Indicators

Each ATCS Performance Indicator describes an activity, behavior, or outcome, which is capable of demonstration. Each indicator has a number of competencies/proficiencies associated with it.

INDICATOR: Creates an inclusive learning environment

ATCS Criteria for Competence and Proficiency

ATCS Criteria for Competence and Proficiency span the range of adult education teacher performance from entrance level novice instructor to the proficiency of an experienced practitioner to the excellence expected of a master teacher. Each criterion describes an aspect of competence that can be observed or demonstrated.

CRITERIA: Uses materials that are culturally sensitive

The next step was to prepare a set of performance indicators that would be presented to Focus groups of five to eight exemplary teachers at sites throughout the Commonwealth. It was decided by the task force that these Focus Groups would be held between late October 1998 and January 1999 and that help in the selection of exemplary Literacy, ESL and ABE/GED teachers would be

requested from the regional Professional Development Centers. Each group would be led by a facilitator from the ATCS Task Force and a recorder from the PDC or local program site. It was also suggested that the PDCs could provide a $10 stipend for travel and possibly a scholarship to the PAACE Midwinter Conference for Focus participants.

To prepare for the Focus Group sessions, Bootsie Barbour agreed to contact the PDCs to set meeting dates and establish procedures for selection and payment of Focus Group participants and Sherry Royce prepared a promotional piece that was featured in PDC newsletters and in "*What's the Buzz*?" Task.force members were divided into three groups under the leadership of Barbour (ABE), Hohensee (Literacy), and Rance Roney (ESL). Relying upon their expertise in the field and the resources supplied to them, each groups' assignment was to meet between July and October to develop and recommend performance indicators that addressed the standards and units identified at the July task force meeting. (See Appendix E, Development of Pennsylvania's Adult Teacher Standards, Indicators, and Competencies).

At the October 16, 1998 meeting, Royce presented the performance indicators she had compiled from the three sets proposed by the ABE/GED, Literacy, and ESL groups. The morning session was devoted to a group discussion and preliminary revision of these indicators. In the afternoon, Priscilla Carman provided an Introduction to the ATC Standards and Judy Rance Roney provided training in the Protocol she had developed to assure a measure of standardization at Focus group sessions. In conjunction with this protocol, Rance Roney presented a letter of invitation to participants, a set of definitions, and a homework assignment to be completed by participants prior to their attendance at the Focus session. She also revised the Competence Categories to include a trainee level. (See Appendix D, Focus Group Sessions).

D. FOCUS GROUP SESSIONS

Between October 30, 1998 and November 17, 1998, seven Focus Groups were held throughout Pennsylvania: at Erie and Gibsonia in western Pennsylvania, at Lewistown and Lancaster in central Pennsylvania, and at Philadelphia, Bethlehem, and Towanda in eastern Pennsylvania. (See Appendix D for a list of sites, dates, facilitators, and sample members). Altogether, some 43 adult tutors, teachers, and administrators had the opportunity of discussing, adding to, amending, and eliminating proposed performance indicators. The Standards had participants determine appropriate levels for performance indicators. A brief sample of an Adult Theory in Practice Indicator appears on page 14.

TABLE III: Adult Theory In Practice Standard: Performance

1. Helps learners identify short- and long-term goals
   a. Invites learners to use their own experiences to recognize and define opportunities for learning in their daily lives
   b. Encourages learners' initiative
   c. Helps learners identify barriers to learning and resources/options to remove barriers
   d. Encourages students to explore their roles as family members, workers, and citizens

X	RC	A	B	C	?

ADD

_____

_____

_____

Focus Group Participants reviewed a matrix of performance indicators and checked the following indicators of ABLE practitioners' skills: A = Entrance Level — The adult basic educator must have these essential beginning skills; B = Experienced Level — An experienced adult basic educator will demonstrate these skills; or C = Expert Level — These are the skills of a professional, polished adults educator. Participants were also given the opportunity to add performance indicators to the list and to stipulate whether an indicator was questionable, as in: X = Not important or Not true and should be omitted. RC = Represented a repeated competency. ? Is difficult to understand. Needs to be rewritten. A sample of all the Adult Theory in Practice Performance Indicators can be found on yellow paper in Appendix C: Focus Group Sessions.

All Focus Group members also completed a registration form and the group recorders noted their comments. A breakdown by regional group, program area, years as an Instructor, Salary and Benefits, Level of Education, Gender and Age of all participants who took part in developing ATC Standards will be discussed in the evaluation section. Charts detailing the characteristics of the sample population appear in Appendix D.

The raw data from the Focus Group Worksheets (See Appendix E, Adult Theory in Practice Standard data sheet dated 10/18/98) compiled by Brady. In the analysis of responses, Royce established the following criterion in order to determine the level of each performance indicator. Two-thirds or 66% of the total response in the Entrance, Experienced and Expert categories had to be in a single area, such as Experienced, for that indicator to be stipulated as an Experienced level indicator. Only one indicator received enough negative votes (10) to be removed from the standards and Indicators with three or more RCs or ?s were placed in a clarify category. The ATCS survey was

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then revised and prepared for Midwinter Conference. In the revised data sheet (See Appendix E, Adult Theory in Practice Standard worksheet dated 1/31/99), performance indicators that meet the 66% criterion are highlighted in gray with a check mark at the determined placement level.

After a brief explanation of the project and its current status, at the Midwinter Conference Session, Barbour, Hohensee, Walls, Goertzel, and Gleockner began round table discussions with ABLE practitioners task force members. Each table was asked to work with a single Standard. Copies of the revised worksheet were distributed and conference participants were asked to consider the performance indicators that had not been assigned a level and recommend whether they should be classified as indicative of entrance, experienced or expertpractitioners. The group could also challenge any indicator already established that they felt was a grevious error.

E. REFINING AND SIMPLIFYING ATCS STANDARDS

After adding the preferences of Midwinter Conference ATCS session participants, we now had a set of standards that had been reviewed and rated by 59 ABLE administrators, teachers, tutors, counselors, and trainers. While it was comprehensive, it was also weighty and complex. Furthermore, it was shaped like a bell curve with the mass of the performance indicators falling at the experienced level. The time had come to simplify the structure, clean the language, and make some thoughtful decisions about what competencies must be acquired as part of entrance level training and what proficiencies separated expert teachers from their experienced counterparts. This level of decision making fell under the aegis of task force members who had been gestating the project for nine months.

Prior to our third Task Force meeting on March 17th, four working groups took on the job of refining and simplifying different standards. Priscilla Carman led the Adult Theory in Practice group composed of Ella Morin, Eileen Mangold, and Amy Wilson. The Instructional Expertise Standard was reviewed by Carol Goertzel, Kathy Gleockner, and Helen Hall under the leadership of Judy Rance Roney. The Professional Development Standard was a combined effort of Yvette Walls, Sandy Strunk and Bootsie Barbour, while Monica Matthews, Mary Hohensee, and Kevin Brady worked on the Community Interaction Standard. Comments from all member regarding the Program Operations Standard were sent to Sherry Royce, who undertook the job of synthesizing them.

The agenda for the March meeting began with an examination of the simplified standards and never got any further. Plans for developing a teacher's checklist of competencies based on the Kentucky, Pelavin, California or EQuAL models never came to the table. Identification of initial field test sites were tabled. The task force needed and received a full days' debate on language for

the program operations, community involvement, and adult theory in practice standards. Care was taken to simplify units, remove redundent indicators, and assure that competencies were clear and measurable.

Several concerns were evident: 1) the need for additional performance indicators keyed to the expert practitioner; 2) the need for a standard measurement process that would still allow for individual choice in acquiring new competencies and demonstrating proficiencies; 3) the need for using language in harmony with ABLE's entire professional development system; 4) the need to tie new teacher training to entrance teacher competencies.

The concept of using Practitioner Performance Portfolios and a revised definition of Competence Categories emerged from this general discussion.

1. **Trainee Level —** An adult educator who may not have mastered core competencies but meets program requirements for employment.

2. **Entrance Level —** An adult educator who is engaged in core competency training as part of carrying out his/her Practitioner Performance Portfolio.

3. **Experienced Level —** An adult educator who has effectively demonstrated 90% of entrance level core competencies, is engaged in a Practitioner Performance Portfolio to master experienced level proficiencies, and has taken a leadership role at program or regional level.

4. **Expert Level —** An adult educator who has effectively demonstrated 90% of experienced level proficiencies, is engaged in a Practitioner Performance Portfolio to master expert level proficiencies, and has taken a leadership role at state or national level.

These changes in the definition of the Competency Catergories did a great deal to alleviate the expressed concerns. By incorporating the Practitioner Performance Portfolio, it establishes measurable differences between the levels based on an instrument that will allow for individual differences. In stipulating core competencies, it provides a foundation for professional development that goes hand in hand with new teacher training. In identifying leadership in the profession as an anticipated proficiency, it promotes adult education's belief in service to others. In differentiating between levels of leadership, it affirms adult education's concept of growth through teaching and learning.

At the conclusion of the March 17th meeting, it was decided that one additional meeting would be necessary to complete the work on the Instructional Expertise and the Professional Development Indicators. When it was determined that there was no one meeting date in April that all task force member could attend, two meetings were scheduled. Mid-April, a Harrisburg contingent would complete the work on Professional Development, while a group in Philadelphia would deal with Instructional Expertise. Work on implementation would be reserved for next year. The Final Report would be written by Sherry Royce and reviewed by all task force members. The multi-color pages that conclude Appendix E represent the 1999 version of the ATC Standards. A database for reporting the demonstration of performance indicators and competencies that form the five ATC Standards has been designed by Sherry Royce. It will be revised and formatted as professional development instrument by Kevin Brady working in conjunction with Sara Plantz of the MidCenteral PDC (See Appendix E).

OBJECTIVES MET

1. Review research on teacher competencies in the literature and field-based research and practice as demonstrated in Pennsylvania and other states. **Completed satisfactorily.**

2. Develop a set of adult teacher standards and related performance indicators. **Completed satisfactorily.**

3. Use Focus groups to prepare a three-tier check list of instructor competencies. **Completed satisfactorily.**

4. Field test the checklist in multi-county and urban ABLE program sites. **Held for FY1999-2000.**

5. Evaluate the study and complete the Final Report. **Completed satisfactorily.**

NEGATIVE RESULTS

There have been no observable negative results for this project. On the whole, all members of the panel and most administrators and teachers/tutors engaged in the Focus Groups have been highly enthusiastic. Several programs have offered to take part in the implementation project proposed for FY1999-2000. However, some concerns have surfaced as to the "intended" use of the standards by PDE's Bureau of ABLE. The following concerns, listed below, surfaced at the October meeting:

1. How would they be used in actual practice?
2. Would they be used for hiring and firing?
3. Will programs be required to use the competencies by the PDE?
4. Will the competencies be integrated into LitPro?
5. Will the data from the competencies have to be recorded in a quantitative format?

The PDE advisor present suggested that Focus group leaders refer some of the sticky questions practitioners might ask to the PDE for the official word. It was agreed that it would serve the project best if facilitators of the Focus Groups avoided the issue of hiring and firing altogether. They might best place their emphasis on how the competencies can help instructors to formulate their personal professional development plan.

The EquAL representative suggested that it would be useful for facilitators to stress the connection between the competencies and other state initiatives (EQuAL, Learner Competencies, etc). Everyone agreed that the field testing process would have to move forward before we can adequately answer all of these questions. However, it was suggested that Cheryl Keenan be asked to review and put together a list of answers as she sees fit. These questions were posed in a letter to Cheryl Keenan on January 22, 1999.

IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT

On March 22, 1999, in a report entitled "*The ATCS Project – Review and Implications for the Professional Development System*," project director Royce submitted her suggestions for alternative futures.

> "These decisions must be made by the Department as part of the larger plan for professional development and EQuAL, Pennsylvania's continuous program improvement initiative. However, how they are implemented in the field will largely determine their effectiveness. The ATCS project is not merely about setting standards; it is concerned with giving the field the appearance of, if not the actual reality of, ownership of these standards.
>
> - Practitioners and program directors need to be involved next year in a process of cooperatively testing, adapting, and revising these standards.
> - Practitioners need to believe as well as know that these are tools that will let them opt for professional development resources and methods that meet their unique learn-

ing styles while addressing areas that they and their program directors decide need strengthening.

- Program directors need to believe as well as know that the time spent in mentoring and monitoring Practitioner Performance Portfolios will pay off in learner achievement and quality programs.

"I believe, and expect the ATCS panel believes, that this project carries with it the potential for establishing standards for adult teachers that will enhance adult education practitioners' professionalism and provide a service for the field. I also believe that ATCS can be more than merely program-initiated self-directed staff development. The Department can put teeth into it by gradually phasing it into EQuAL, by tying New Teachers Institutes and associated modules to core competencies established for Entrance Level teachers, and by using the number of program practitioners at Experienced and Expert levels as indicators of that program's quality. This is one reason I put (the EQuAL representative) … on board as an ad hoc member of the ATCS panel this year."

Royce then went on to cite implications for the professional development system posed by the ATCS project as:

1. Establishment of a ATCS system that recognizes and rewards teacher proficiency at Entrance, Experienced and Expert levels.
   a. Development of a simple checklist of teacher competencies that can be used by programs as a basis for establishing adult teacher's proficiency levels.
2. Development and implementation of a program-based self-directed staff-development system based on Practitioner Performance Portfolios and addressed to competencies identified by the ATCS system.
   a. Identification of mentors (i.e. program directors/master teachers) to negotiate and assist in the development of Practitioner Performance Portfolios.
   b. Determination of which programs should field test this system (EQuaL model) and how many staff members should be involved in initial year.
   c. Implementation of professional development activities at state and PDC level to assist programs/practitioners in meeting criteria for competence.

3. Adaptation and/or development of new teachers state-sponsored workshop to address entrance level competencies
4. Identification of competencies addressed by current professional development modules or previous exemplary projects.
5. Identification of competencies addressed by other states modules/projects.
6. State-sponsored development/adaptation of training for competencies in alternative formats.
    a. Internet-based: PDFs or interactive competency training (see CA Family Literacy and ESL models featured in Focus).
    b. Videos/audiotapes featuring core competencies (ours or other states such as FL's PQD project featured in Focus).
7. Identification of PA university-based courses that address all levels of competencies..
8. Establishment of a process for state monitors to award certificates of proficiency to adult teachers who have completed entrance, experienced, or expert level (See Appendix E, Competency Categories for requirements needed to pass from one level to another).
    a. Training for state monitors in ATCS standards and procedures.
9. Determination of the relationship between program quality and the number of staff that have shown proficiency at entrance, experienced and expert levels.

Several of these suggestions have been incorporated into in the FY1999-2000 proposal, ATCS II: Implementing the Adult Teacher Competency Study, which states:

"Using the three-tier system of entrance, experienced, and expert performance indicators developed by the FY1998-99 Adult Teacher Competency Study (ATCS), this project will implement and revise a set of instructor standards that describe high quality teaching behavior. Under the leadership of regional coordinators attached to the Professional Development Centers (PDCs), 12 pilot programs will field test self-directed staff-development procedures. This process involves the development of Practitioner Performance Portfolios (PPPs) that address ATC Standards. This project will also carry out a crosscheck of Pennsylvania's Training Modules and New Teacher Institute (NTI) curriculum with ATCS performance indicators and competencies."

EVALUATION

The real test of any project such as this is: Will it work in practice? Such an evaluation will have to wait until the FY1999-2000 implementation project. Nevertheless, a number of formative evaluation measures have been built into this study in order to "test the flow" as it progresses. All evaluations measures except #4 have been undertaken.

1. The item analysis of the 1998 APEX nominations will show the degree of correlation between the adult teacher proficiencies valued by the field and those identified by the Adult Teacher Standards Task Force. Furthermore. Examination of the Pelavin and Kentucky standards will provide a point of reference as to whether Pennsylvania is on track with the rest of the nation. (See Appendix C, for Comparative Standards and Indicators).

2. Adult teacher performance indicators proposed by individual members of the Task Force must be agreed to by all members of their Literacy, ESL, and ABE/GED group before being put forth and agreed to by the Task Force as a whole. This threefold review, while not exactly an evaluation, does provide for a system of checks and balances.

3. A further system of checks and balances is provided by the development of the continuum of competencies by Focus groups throughout the state representing diverse teaching constituencies and institutions.

4. The codification of standards, performance indicators, and competencies/ proficiencies identified by the task force and focus groups will be field tested at varied sites throughout the Commonwealth before being presented in the Final Report.

CORRELATION WITH APEX and PELAVIN COMPETENCIES

The review of the item analysis of 1998 APEX teacher nominations showed the correlation between adult teacher proficiencies valued by the field, ATC Standards, and Pelavin Competencies. The correlation data shows that the field's priorities favor the Adult Theory in Practice Standard. Of the 23 indicators addressed in the APEX and Pelavin reports, 10 address Adult Theory in Practice competencies. These competencies are mentioned 60 times by agencies nominating teachers as

outstanding practitoners. Instructional Expertise indicators included in the ATC Standards were the next choice with five instructional competency areas mentioned 39 times.

Professional Development indicators included in ATCS standards were specified as exemplary qualities 24 times in four competency areas. Program Operations indicators included in the ATCS standards were mentioned 13 times in two categories related to collaborating with and mentoring colleagues. Only one indicator concerned with community involvement ("sensitive to community context") was mentioned.

A comparison of the ATC Standards with those set forth by APEX, Kentucky, Massachusetts and Pelavin yields more similarities than differences (See Appendix C). ATC Standards include a program operations standard not found in the APEX model. They most closely resemble those put forth in the Kentucky model although ATCS subsumes the assessment and monitoring of learning under instructional expertise.

ATC Standards are less differentiated than the Pelavin model which considers organizing instruction, managing resources, and monitoring and assessing learning as separate standards. The Massachusetts model with its "Big Picture" is similar to the ATCS model in that it places importance upon community involvement. Furthermore, its focus on content area is worth exploring in light of Massachusett's work on specific adult education academic standards that could complement the generic adult educator behavioral competencies indigenous to the ATC Standards.

On the whole, it appears that Pennsylvania's Adult Teacher Competency Standards address adult educators' priorities and fit comfortably, if not snugly, with similar state and national standards.

ATCS TASK FORCE COHESIVENESS

Working together and in small groups, the 15 task force members representing PDE state staff, administrators, teachers, tutor trainers, and university researchers offered ideas, debated terminology, and reviewed and revised, and reviewed and revised, and reviewed and revised the ATC Standards. The task force met in groups of four according to their specialties and training (ESL/ABE/Literacy). The second set of small group meetings and/or conference calls deliberately matched them in different groupings by areas of interest and expertise (Adult Theory, Instructional Expertise, Professional Development, Community Involvement). The third small group meetings were set up by geographical location. In this way, different sets of experienced and "able" practitioners interacted to establish these standards.

In between the small group meetings were full task force organized "free-for-alls" within the constraints of the subject for the day. There 15 strong and knowledgeable individuals had the opportunity to promote their ideas, object to concepts, statements, and usage they didn't agree with, and come to consensus. It was truly a case of cooperative learning and teaching.

ATCS FOCUS GROUP DIVERSITY

In formulating this project, there was an expectation that practitioners selected for the Focus Groups would have many years of experience in adult education and share the same area of expertise. For example, ESL teachers would meet in Philadelphia, workplace educators in Erie, family literacy providers in Lancaster, literacy tutors in State College, and ABE/GED instructors anywhere they chose. An administrator group would review ATCS standards at the Administrators conference or at Midwinter Conference.

In reality, it just didn't happen that way. While the initial Focus Groups met in seven sites throughout Pennsylvania (See Appendix D, Focus Group Sessions), most groups represented a mix of teachers, tutors, counselors, trainers and administrators who taught/tutored ABE/GED, ESL, Family Literacy, Workplace Education and cultural education. Of the 74 Focus Group participants, nearly two-thirds came from Local Educational Agencies (LEAs), Literacy Councils and Community Based Organzations (CBOs) with the remaining third representing colleges and universities, institutions, the private sector, a union, and the state department of education.

Most of members of the Focus Groups were women (87%) and the majority of participants were experienced adult educators. Forty percent had been teaching adults for more than 11 years while an additional 34% had been in the field for six to 10 years. Their level of education and their salaried positions matched their years of experience. Fifty-five percent of Focus Group participants had masters or doctoral degrees and were salaried, although 17% of those receiving salaries had no benefits.

Furthermore, their expertise in adult education was impressive. Fifty-three percent taught more than one adult education speciality area; and 28% taught three or more. Between them they have attended 175 professional development workshops, seminars, conferences and training sessions during the past year. Their education, experience, diversity, and devotion to adult education and to their own improvement within the field bodes well for the validity of the standards they helped to establish.

DISSEMINATION OF THE PROJECT

National Dissemination

As to dissemination of this project to other states and territories, Pennsylvania's ATCS project appears to be of great interest to ABLE researchers, state and regional clearinghouse personnel and associates from other state departments of education with whom it has been discussed. In an article entitled "Professionalizing Adult Literacy: Would a Credential Help?", Dr. Dolores Perin, an Associate Professor of Psychology & Education at Teachers College, Columbia University and Coordinator of their Reading Specialist Program, has cited the ATCS project, along with Kentucky's efforts as a model for the nation. In answer to the question, "Should a credential come into existence, what kind of training should be required? she states:

> "A core of knowledge and competencies necessary for professional practice would need to be taught in formal training leading to a credential, just as one would expect in other professional fields. Performance indicators and standards that have been produced recently in two states, Pennsylvania and Kentucky, represent such a core. These states are attempting to raise classroom standards through staff development rather than credentialing, but the areas on which they focus could be incorporated in more formalized training. What is remarkable about both of these efforts is the success they have had in representing a range of views of adult literacy knowledge and practice that are applicable across programs that vary in their goals."

This project has also been involved in a graduate study dissertation that may strongly impact upon the teaching of adult basic and literacy education in Puerto Rico. In September 1998, I received a query from Nellie E. Torrado, a doctoral candidate at the University of Puerto Rico, who was working on a dissertation about adult educator's competencies. In reply to her question: "Do you have another material, or a questionnaire that help me with the research about to identify the competencies that this educators should have and what they think they already have?" I sent her the Resource List developed for the ATCS Review of Literature and suggested that she examine the Mocker Competency Inventory (1984).

When her dissertation advisor rejected the Mocker scale as "conductist" and requested that she use one that responds to the new educational trends, she asked: "Can you help me with that?" This question began a nine-month correspondence. The revised version of Pennsylvania's ATC

Standards was translated into Spanish. In March 1999, her dissertation committee accepted them as viable for Ms. Torrado's research questions: 1) Do you think that these competencies are the ones that all the adult educators should have? And 2) Do you think you have these competencies?

On May 11th, Ms. Torrado defended her proposal. During the summer of 1999, two different focal groups consisting of 10 adult education specialists and 10 adult educators will analyze the competency scale and adapt it to Puerto Rican adult educators. In October 1999, the competencies will be submitted some 250 adult educators, approximately 10% of the 1248 adult educators working with the Department of Education in Puerto Rico

Another inquiry was from Ashley Stoudt Del Bianco, formerly of CFL, who is now working at the National Center on Adult Literacy (NCAL). She requested a copy of the competencies matrices developed for the Adult Teacher Competency Study for use in LITKIT, a three-year project funded by the US Dept of Ed. to design, research, and produce a multimedia resource for trainers/staff developers to use for professional development with adult educators.

Her comments were: "As we design this project, we are grappling with big questions such as 'how do teachers know what they need to know?' I think that your project's work would provide us with some important insights. In addition, I would like to invite you and your working group to serve in some advisory capacity to us. We could discuss what this would look like, but in any case, we would fully acknowledge the information and insights that you would share.

Lastly, the project director and members of the ATCS task force, Barbour, Carman and Hohensee, will present "In Search of Excellence: Pennsylvania's Adult Teacher Competencies Study" at the AAACE Conference in San Antonio, October 15, 1999.

State Level Dissemination

This study, with all its implications for future practice, will stand or fall upon the amount of cooperation and trust it engenders among the multiple stakeholders it touches. Motives and viewpoints in regard to adult teacher standards will differ considerably between volunteer literacy and mandated institutional programs, between community agency and school district personnel, between family literacy and workforce program providers, between ABLE state staff, professional development centers coordinators, tutor trainers, local program administrators, and teachers. The pluralism of our philosophy, the diversity of our clients, and the flexibility of our field has fostered the growth of adult education while denying it professional identity, status, and standards.

At state level the operative word is not dissemination but involvement in or ownership of this project and the standards that it has proposed. This is essential at every level from teachers and

tutors to program coordinators, directors, and administrators; from PDC coordinators and ABLE researchers at universities and colleges to Bureau of ABLE state staff. One can never expect consensus when developing guidelines which may have an impact on the community's work life and the individual's professional growth. But it is important to to inform, to seek opinions, and to be open to suggestions from the most unlikely of sources. We believe that we have done this in FY1998-1999 and anticipate enlarging this "open door" policy in the FY1999-2000 implementation phase of the project

This project will be disseminated statewide via a final report to the Bureau of ABLE, a presentation at Midwinter Conference, and by word of mouth of all the teachers and administrators who take part in the initial focus groups and field testing programs. The next step in dissemination will take place next year when 12 local agencies and 40 adult education practitioner fieldtest adult teacher standards, indicators, and competencies/proficiencies as part of a self-directed staff development plan. Then, we will finally apply the adult education principles we use so effectively with learners to ourselves.

APPENDIX A

ATCS Resources

LITERATURE ON ADULT TEACHER COMPETENCIES

Necessary Competencies for ABE Teachers (Smith, Iowa: 1976)

Adult Education Staff Development Project to Identify Adult Educator Competencies by Burrichter and Gardner (1977)

Elements for a Training Design: An Assessment of Competencies for Effective ABE Instructors. (Nunes & Halloran, Florida: 1987).

Nunes and Halloran Follow-up National Study on Assessment of Competencies

Kentucky Competency Profile of an Adult Basic Skills Instructor (1993)

Standards for Adult Education Instructors - Kentucky (1997)

Pelavin Adult Education Instructor Competencies (DC: 1997)

New York State LRC Survey of Competencies

Massachusetts: SABES Program and Staff Development Process

Teacher Qualifications and Preparation: Guide for TESOL (1972)

The Instructor: ESL Handbook for Adult Education Instructors (California: 1995)

SURVEYS OF ADULT TEACHER COMPETENCIES

Mocker Competency Inventory (1974)

Massachusetts: SABES Instructional and Counseling Staff Self-Evaluations (1995)

Massachusetts: SABES Program and Staff Development Goals and Activities (1995)

New York State Literacy Resource Center Survey of Competencies (1995)

Kentucky Adult Education Instructor Improvement Plan (1997)

Kentucky Instructor and Superviosr Self-Evaluation Instrucment (1997)

APPENDIX B

Task Force Meeting Agendas

ATCS **Panel Meeting**

AGENDA

PDE Harrisburg, PA
July 24, 1998
12th Floor Conference Room

A. Coffee and Donuts	9:15 - 9:30 a.m.
B. **Introduction of ATCS Panel and Project** (Royce) What have we accomplished, what remains to be done	9:30 - 10:00 a.m.
C. **Setting Project Responsibilities & Time Frame** (Royce) Establishing Standards (ATCS Task Force) Defining Performance Indicators (Task Force & Focus Groups) Developing three tier System of Competencies (ATCS Task Force) Evaluating established competencies (Regional Field Testing)	10:00 - 12:00 a.m.
WORKING LUNCH	12:00 - 1:00 p.m.
D. **Summary of Preferred Competencies** (Brady) Analysis of APEX sponsors' and practitioners' statements	1:00 - 1:40 p.m.
E. **Establishing Standards** (Task Force Discussion) Examination of APEX, Pelavin, Kentucky Standards Determination of Pennsylvania Standards	1:45 - 3:15 p.m.
E. **Establishing Standards** (Task Force Discussion) Examination of APEX, Pelavin, Kentucky Standards Determination of Pennsylvania Standards	1:45 - 3:15 p.m.
F. **Meeting Wrap up** (Royce and Brady) Summary of Task Force Assignments Discussion of E-mail, pdf usage changes Schedule next meeting for Task Force	3:15-3:30 p.m.

Please bring your ATCS Workbook to the Meeting with you.

Minutes of the ATCS Meeting

PDE, Bureau of ABLE, Harrisburg PA, July 24, 1998

Task Force Members Present: B. Barbour, P. Carman, K. Gleockner, H. Hall, M. Hohensee, E. Mangold, M. Matthews, E, Morin, J. Rance Roney. S. Royce, Presiding. K. Brady, Recorder.

What follows is a summary of the major points from the first ATCS meeting. This document is divided into three sections. The first is a review of the work the group completed on the standards and their corresponding units. The second provides dates for project benchmarks. The final section details responsibilities and clarifies details relating to the next stages of the project.

Friday's meeting began with a discussion of what standards would be established and what the final placement of these standards might be. The following standards were agreed to by the task force.

ATCS STANDARDS

1. **ADULT LEARNING THEORY IN PRACTICE**
2. **INSTRUCTIONAL EXPERTISE**
3. **COMMUNITY INTERACTION**
4. **PROGRAM OPERATION**
5. **PROFESSIONAL DEVELOPMENT**

The group proceeded to break down the **INSTRUCTIONAL EXPERTISE STANDARD** into a number of subsections that were designated as "units." The following **Units** were identified for the Instructional Expertise Standard:

Instructional Expertise Units

1. Exhibits command of content
2. Designs and plans instruction
3. Fosters learning
4. Assesses and monitors learning
5. Participates in professional development activities related to instruction and/or assessment.

A discussion of the **PROFESSIONAL DEVELOPMENT STANDARD** addressed the question of whether Professional Development should remain an independent standard or should be folded into the other standards. The group finally agreed that elements of professional development could be placed underneath each of the standards, but Professional Development required its own standard.

During discussion of the **COMMUNITY INTERACTION STANDARD,** it was agreed that this standard take into account the instructor's skill in "bringing the community into the classroom" as well as helping learners to become more active in their communities. The following units for this standard:

Community Interaction Units

1. Utilizes Community Resources.
2. Encourages Adult Learner Involvement in the Community
3. Understands the relationship between the adult education program and the community.
4. Participates as an Adult Educator in Community Affairs.

The Group also designated "***Promotes adult education's role in the community***" as a performance indicator under Unit #3.

The following units emerged from a brief discussion of the **ADULT THEORY IN PRACTICE STANDARD.**

Adult Learning Theory In Practice Units

1. Creates and sustains a positive adult learning environment.
2. Promotes Independent and Lifelong Learning
3. Fosters Creative Problem-Solving.
4. Shows Respects Adult Learners.

The group then moved to a discussion of the **PROGRAM OPERATIONS STANDARD** and outlined the following units:

Program Operation Units

1. Understands Goals, Policies and Procedures of the Agency.
2. Functions as an Effective Team Member.
3. Exhibits Accountability.

It was decided to place the unit, ***Understands the Adult Education System,*** under the **PROFESSIONAL DEVELOPMENT STANDARD.**

Units comprising the **PROFESSIONAL DEVELOPMENT STANDARD** were developed in conjunction with and support other standards.

Professional Development Units

1. Maintains awareness of current adult learning theory.
2. Participates in professional development activities related to instruction and/or assessment.
3. Participates as an adult educator in community affairs
4. Understands the adult education system.
5. Models lifelong learning in their own professional development

Project Definitions

The ATCS Definitions provided by Sherry Royce were modified as follows to include Units.

ATCS DEFINITIONS

ATCS Standards

ATCS Standards establish a common core of knowledge, skills, and behavior for adult education teachers. They are benchmarks for competent performance. While knowledge of specific content and strategies are required for ESL, ABE/GED, literacy, family and workplace programs, the Adult Teacher Competency Study addresses generic standards applicable to all ABLE practitioners. These standards are broken down into ATCS Units.

STANDARD: Adult learning theory in practice

ATCS Units

ATCS Units are statements, which articulate the various elements of each standard. Each unit is comprised of ATCS Performance Indicators.

UNIT: Respects adult learners

ATCS Performance Indicators

Each ATCS Performance Indicator describes an activity, behavior, or outcome, which is capable of demonstration. Each indicator has a number of competencies/proficiencies associated with it.

INDICATOR: Creates an inclusive learning environment

ATCS Criteria for Competence and Proficiency

ATCS Criteria for Competence and Proficiency span the range of adult education teacher performance from entrance level novice instructor to the proficiency of an experienced practitioner to the excellence expected of a master teacher. Each criterion describes an aspect of competence that can be observed or demonstrated.

CRITERIA: Uses materials that are culturally sensitive

Project Decisions

Focus Groups

It was decided that 8 Focus groups of five to eight exemplary teachers would be established throughout the Commonwealth

Two hour Focus Sessions to brainstorm Program Indicators and Criteria for Competence/Proficiency will be held on selected Saturdays between late October 1998 and January 1999. The selection of exemplary Literacy, ESL and ABE/GED teachers for these sessions will be accomplished with the help of the regional Professional Development Centers. Each group will be led by a Facilitator from the Task Force and a Recorder from the PDC or the local program site. We will also tape record the sessions.

BEST COPY AVAILABLE

It was suggested that the PDCs could provide a $10 stipend for travel and possibly a scholarship to the PAACE Midwinter Conference for Focus participants. The projector the PDCs will also provide a certificate of participation in the ATCS project.

Midwinter Conference
Members of the Task Force will schedule a report on the progress of the ATCS project at Midwinter Conference.

TIMELINE AND RESPONSIBILITIES FOR PROJECT

AUGUST

Priscilla Carman will prepare an introduction to the **ATCS STANDARDS**

Bootsie Barbour will contact the PDCs to determine initial meeting dates and establish procedures for nomination and selection of and payment/recognition for Focus group members by September 15th.

Bootsie Barbour, Mary Hohensee, and Judy Rance Roney will set schedule for the ABE/GED, Literacy and ESL groups' work on Performance Indicators.

Sherry Royce will prepare a project introduction to share with PDCs and publish in What's the Buzz.
Sherry Royce will revise the "Structure for Adult Teacher Competencies" sample and disseminate it to task force members.

SEPTEMBER

Sherry Royce and **Bootsie Barbour** will schedule Literacy, ESL, and ABE/GED Focus meetings according to information received from PDCs regarding number of nominees and regional areas represented. They will contact ATCS task force members to check preferred dates and times.

Judy Rance Roney will prepare a sample presentation to be followed by Task Force Members when conducting the Focus Groups.

Wednesday, September 18th – Performance Indicators as defined by the Literacy, ESL and ABE/GED groups are due at Sherry Royce's office.

OCTOBER

Thursday, October 15th – A task force meeting will be held in Harrisburg, from 9:30 am to 3:30 p.m. Notification of the exact location will be sent out by September 30th.

The ATCS Task Force will finalize the Program Indicators, review the Focus Group presentation developed by Judy Rance Roney, and discuss the schedule, including snow dates, for the 10 Focus Group meetings.

As written by Kevin Brady and revised by Sherry Royce.
July 28, 1998

ATCS **Panel Meeting**

AGENDA

Penn State Downtown Center
234 N Third St. Harrisburg, PA

October 16, 1998

A. Coffee and Donuts 9:15 - 9:30 a.m.

B. **Progress to Date, ATCS Project** (Royce) 9:30 - 10:00 a.m.
What have we accomplished, what remains to be done

C. **Review of Performance Indicators** (Group Leaders, Royce) 10:00 - 12:00 a.m.
Combined Model of Performance Indicators
Defining Performance Indicators (Task Force & Focus Groups)
Identifying three tiers of Competence/Proficiency (ATCS Task Force)

WORKING LUNCH 12:00 - 1:00 p.m.

D. **Progress to Date, Focus Meetings** (Group Leader, Royce) 1:00 - 1:15 p.m.
Scheduled Dates, No of Teachers, Administrators, Problems

E. **Focus Group Planning** (Judy Rance Roney) 1:15 - 3:15 p.m.
Materials Sent to Teachers Before Focus Groups
Conducting a Focus Group (Standard Procedures)
Format for Focus Group Reports

F. **Meeting Wrap up** (Royce and Brady) 3:15-3:30 p.m.
Review of Meeting; Task Force Assignments
E-mail, pdf usage changes
Schedule next meeting for Task Force

Please bring your ATCS Workbook to the Meeting with you.

Minutes of the ATCS Meeting

Penn State Campus, Harrisburg PA, October 16, 1998

Task Force Members Present: B. Barbour, K. Gleockner, H. Hall, E. Mangold, M. Matthews, J. Rance Roney, S. Strunk, Y. Walls and Amy Wilson. S. Royce, Presiding. K. Brady, Recorder.

What follows is a summary of activities that occurred and issues that were discussed at the second ATCS meeting. It is accompanied by letters and documents produced as a result of the meeting, schedules for adult teacher Focus Groups, assignments for task force members, and dates for 1999 task force meetings.

Friday's meeting began with an introduction of new ATCS task force members: Sandy Strunk of the South East Professional Development Center and Amy Wilson of Teachers of Literacy in the Commonwealth (TLC).

This was followed by a review of progress to date.

1. Priscilla Carman completed an Adult Teacher Competencies Study introduction describing the checklist of standards, units and performance indicators.
2. In order to flesh out the standards and units agreed to at the July meeting, performance indicators were developed by the following task force groups:
   - **ABE/GED**: Priscilla Carman, Kathy Gleockner, Helen Hall with Bootsie Barbour as Group Leader.
   - **ESL**: Kevin Brady, Carol Goertzel, and Eileen Mangold with Judy Rance Roney as Group Leader.
   - **LITERACY**: Monica Matthews, Yvette Walls, and Ella Morin with Mary Hohensee as Group Leader
3. Project director Royce then combined these three sets of indicators in preparation for review by the entire task force at this meeting.
4. With leadership from Bootsie Barbour, Kevin Brady and PDC coordinators Sue Snider, Diane Inverso, KayLynn Hamilton, Sara Plantz and Ilsa Powell Diller, and with support from Judy Rance Roney and Manuel Gonzalez of Northampton Community College, experienced adult education teachers were recruited to take part in Focus groups in locations throughout Pennsylvania. The function of these Focus groups was review, brainstorm, amend, delete and comment upon performance indicators developed by the ATCS task force.
5. Judy Rance Roney prepared an Adult Focus Group Protocol to present at this meeting. The rationale behind this protocol was to assure a measure of standardization at Focus group sessions. In conjunction with the protocol, Rance Roney developed a letter of invitation to participants, a set of definitions for key terms, and a homework assignment to be completed prior to attendance at the session.

Minutes of the ATCS Meeting

The morning session was devoted to a group discussion and revision of performance indicators that addressed three of the five standard areas. After lunch, Judy Rance Roney provided training in the Adult Focus Group Protocol to all members of the task force. She recommended and the group accepted the insertion of a "trainee" level prior to the entrance level. There was some concern expressed regarding the homework assignment. It was suggested that it be kept to simple tasks that would not "scare people away."

To date, Bootsie Barbour, Priscilla Carman, Carol Goertzel, Judy Rance Roney and Kevin Brady have been scheduled as presenters at the adult teacher Focus Group sessions.

Sherry Royce reported that to date some 53 teachers have indicated an interest in attending the ATCS sessions. However, some sites were lacking in the numbers that would make it practical to send in a presenter. The group discussed ways to bring the numbers of participants up to at least 75. This number would provide a valid sampling of the field.

- Amy Wilson volunteered to work with KayLynn Hamilton to develop a session for the conference to be held in Lock Haven November 17th.
- Sandy Strunk suggested that we post the performance indicators on the EQuAL listserv for input from list subscribers. She pointed out that we would have to make certain that the response sheets were signed so that the data collected via the net would have a greater degree of validity.

After the Protocol training and the discussion of the Focus Group assignment, the task force return to the job of completing the revision of performance indicators for the remaining two ATCS standards.

A discussion took place as to questions, which had already arisen concerning the use of the adult teacher competency standards being developed.

1. How would they be used in actual practice?
2. Would they be used for hiring and firing?
3. Will programs be required to use the competencies by the PDE?
4. Will the competencies be integrated into LitPro?
5. Will the data from the competencies have to be recorded in a quantitative format?

Helen suggested that Focus group leaders refer some of the sticky questions practitioners might ask to the PDE for the official word. It was agreed that it would serve the project best if facilitators of the Focus Groups avoided the issue of hiring and firing altogether. They might best place their emphasis on how the competencies can help instructors to formulate their personal professional development plan.

Sandy suggested that it would be useful for facilitators to stress the connection between the competencies and other state initiatives (EQuAL, Learner Competencies, etc). Everyone agreed that the field testing process would have to move forward before we can adequately answer all of these questions. However, it was suggested that Cheryl Keenan be asked to review and put together a list of answers as she sees fit.

Minutes of the ATCS Meeting

Assignments and Scheduling:

Focus Groups

The following assignments were agreed to: Sandy Strunk and Amy Wilson will explore when and where additional Focus Groups can be held in the midstate area. Bootsie Barbour will attempt to enlarge her western groups. Sherry Royce will contact Don Bender as to including correctional personnel in already scheduled sessions. Kathy Gleockner will work with Joyce Kerrick to set up a Focus group in Scranton. Kevin Brady will contact Debra Burrows and attempt to put together forms for the Internet and listserv audiences.

Helen will check on the availability of a room at PDE for the May meeting.

1999 Task Force Meetings

The next task force meeting will be held from 2:30 to 8:00 p.m., Tuesday, February 2nd at Midwinter Conference. The last meeting of the year will be scheduled for May 12th or May 19th as suits the majority of task force members.

Forms Accompanying this Report:

Letter to Focus Group participants

Homework

Terminology

ATCS Registration

ATCS Focus Group Protocol

ATCS Performance Indicators Checklist

Written by Sherry Royce from notes taken by Kevin Brady
10/27/98

ATCS **Panel Meeting**

AGENDA

PDE 12th Floor Conference Room

March 17, 1999

A. Coffee and Donuts	9:15 - 9:30 a.m.
B. **Progress to Date, ATCS Project** What have we accomplished, what remains to be done	9:30 - 10:00 a.m.
C. **Review of Revised Standards** Simplified Model Reexamining Levels Identified by Focus Groups	10:00 - 12:00 a.m.
WORKING LUNCH	12:00 - 1:00 p.m.
D. **Developing a Teachers Checklist of Competencies** Kentucky Model Pelavin Model California Model EQuAl Model	1:00 - 2: 30 p.m.
E. **Identifying Initial Field Test Sites** Size of Program Location of Program (rural, urban, suburban0 Type of Program (ESL, Literacy, Family, Workforce) Familiarity with ATCS Instrument	2:30 - 3:00 p.m.
F. **Meeting Wrap up** (Brady) Review of Meeting; Task Force Assignments Schedule next meeting for Task Force	3:00 - :30 p.m.

ATCS: Adult Teacher Competency Study Report to PDCs 4/14/99

"If we believe that informed teaching drives practice and that quality programming is dependent upon quality teaching, then our efforts at program improvement and professional development must begin by establishing standards for adult education instructors and developing a continuum of practice leading from the competencies expected of adult teachers at entrance level to the proficiencies demonstrated by practitioners at effective and expert levels."

- As of April 1999, ATCS staff engaged 75 adult education teachers, tutors, tutor trainers, administrators, university and PDE state staff in the process of defining Adult Education Teaching Standards, Units, Performance Indicators, and Competencies. The ATCS panel and eight focus groups of practitioners reviewed the proposed standards at sites throughout Pennsylvania and at Midwinter Conference.
- A trainee level and three levels of adult teacher expertise were defined.
- Standards include: Adult Theory in Practice; Instructional Expertise; Community Involvement; Professional Development, and Program Operations.
- Thirteen Units with 30 Performance Indicators have been defined for these standards. Currently, 130 competencies have been assigned to the Performance Indicators and classified as Entrance, Experienced and Expert level competencies.
- By April 20th, 1999, the ATCS panel will have completed the job of refining and simplifying these performance indicators.
- In April, a doctoral candidate at the University of Puerto Rico who is using the Pennsylvania competencies for her dissertation will field test them with a group of adult educators and adult education specialists. In the fall of 1999, she will submit them to 15% of the 1248 adult educators working with the Department of Education in Puerto Rico.
- This project has direct implications for everyone involved in Pennsylvania's professional development system. It impacts upon how we view adult teacher needs, how we construct professional development offerings, and how we measure the consequences of these activities upon staff, learners, and programs.

4/1/1999

APPENDIX C

Comparative Standards and Indicators

Comparison of Standards

ATCS Model	I. Adult Theory in Practice	II. Instructional Expertise		III. Community Interaction	IV. Professional Development	V. Program Operations
APEX Model	I. Adult Learning Theory	II Instructional Expertise		IV. Community Involvement	III. Professional Development	
KENTUCKY Model	I. Knowledge of Content	II. Designs/Plans Instruction	III. Assesses/Monitors Learning	IV. Utilizes Community Resources	V. Demonstrates Professionalism	VI. Proficiency in Program Operations
MASSACHUSETTS Model	II. Focus on the Learner I. The Big Picture	III. Communication Facilitation Skills; IV. Content Area	V. Learner Support Services: Assessment & Counseling	I. The Big Picture in ABE	IV. Professional Development	VI. Admin: Planning, Development, & Management
PELAVIN MODEL (1998)	Ia. Communicating Collaborating with Learners	III. Organizing Instruction	V. Monitors/Assesses Learning	VII. Classroom Guidance Function	IIb. Professional Development	VI. Program/agency Responsibilities & Requirements
	IIa Maintains a Knowledge Base	IV. Managing Resources				Ib. Communicating, Collaborating with Colleagues

APEX CORRELATIONS - 1.

CAROLYN GRECCO	KATHRYN GLEOCKNER	YVONNE BROOKS	EILEEN MANGOLD	YVETTE WALLS	TOTALS
Creates a Non-Threatening Environment APEX Indicator #1, Section A - Number 1. ***Occurs: 1 time***	Creates a Non-Threatening Environment APEX Indicator #1, Section A -Number 1. ***Occurs: 2 times***	Creates a Non-Threatening Environment APEX Indicator #1, Section A -Number 1. ***Occurs: 1 time***	Creates a Non-Threatening Environment APEX Indicator #1, Section A - Number 1. ***Occurs: 1 time***	Creates a Non-Threatening Environment APEX Indicator #1, Section A - Number 1. ***Occurs: 2 times***	7 times
Raises Student Self-Esteem APEX Indicator #1, Section A - Number 4. ***Occurs: 1 time***	Raises Student Self-Esteem APEX Indicator #1, Section A - Number 4. ***Occurs: 0 times***	Raises Student Self-Esteem APEX Indicator #1, Section A - Number 4. ***Occurs: 2 times***	Raises Student Self-Esteem APEX Indicator #1, Section A - Number 4. ***Occurs: 2 times***	Raises Student Self-Esteem APEX Indicator #1, Section A - Number 4. ***Occurs: 1 time***	6 times
Motivates Adults to Participate in Group Activities APEX Indicator 1, Section A - Number 7. ***Occurs: 2 times***	Motivates Adults to Participate in Group Activities APEX Indicator #1, Section A - Number 7. ***Occurs: 0 times***	Motivates Adults to Participate in Group Activities APEX Indicator #1, Section A - Number 7. ***Occurs: 0 times***	Motivates Adults to Participate in Group Activities APEX Indicator #1, Section A - Number 7. ***Occurs: 1 time***	Motivates Adults to Participate in Group Activities) APEX Indicator #1, Section A - Number 7. ***Occurs: 1 time***	4 times
Encourages Each Student to Develop Personal and Educational Goals APEX Indicator 1, Section B - Number 2. ***Occurs: 1 time***	Encourages Each Student to Develop Personal and Educational Goals s APEX Indicator #1, Section B - Number 2. ***Occurs: 1 time***	Encourages Each Student to Develop Personal and Educational Goals APEX Indicator #1, Section B - Number 2. ***Occurs: 1 time***	Encourages Each Student to Develop Personal and Educational Goals APEX Indicator #1, Section B - Number 2. ***Occurs: 1 time***	Encourages Each Student to Develop Personal and Educational Goals APEX Indicator #1, Section B - Number 2. ***Occurs: 1 time***	5 times

APEX CORRELATIONS - 2.

CAROLYN GRECCO	KATHRYN GLEOCKNER	YVONNE BROOKS	EILEEN MANGOLD	YVETTE WALLS	TOTALS
Plans Instruction to Begin at Student's Learning Level APEX Indicator #1, Section B - Number 2. ***Occurs: 2 times***	Plans Instruction to Begin at Student's Learning Level APEX Indicator #1, Section B - Number 2. ***Occurs: 2 times***	Plans Instruction to Begin at Student's Learning Level APEX Indicator #1, Section B - Number 2. ***Occurs: 1 time***	Plans Instruction to Begin at Student's Learning Level APEX Indicator # 1, Section B - Number 2. ***Occurs: 1 time***	Plans Instruction to Begin at Student's Learning Level APEX Indicator #1, Section B - Number 2. ***Occurs: 1 time***	7 times
Effectively Uses Informal Assessment as Well as Standardized Tests APEX Indicator #2, Section B - Number 1. ***Occurs: 0 times***	Effectively Uses Informal Assessment as Well as Standardized Tests APEX Indicator #2, Section B - Number 1. ***Occurs: 1 time***	Effectively Uses Informal Assessment as Well as Standardized Tests APEX Indicator #2, Section B - Number 1. ***Occurs: 1 time***	Effectively Uses Informal Assessment as Well as Standardized Tests APEX Indicator #2, Section B - Number 1. ***Occurs: 0 times***	Effectively Uses Informal Assessment as Well as Standardized Tests APEX Indicator #2, Section B - Number 1. ***Occurs: 2 times***	4 times
Develops a Climate that Encourages Learners to Participate: Draws Out Potential. APEX Indicator #2, Section C - Number 6. ***Occurs: 0 times***	Develops a Climate that Encourages Learners to Participate: Draws Out Student Potential. APEX Indicator #2, Section C - Number 6. ***Occurs: 1 time***	Develops a Climate that Encourages Learners to Participate: Draws Out Student Potential. APEX Indicator #2, Section C - Number 6. ***Occurs: 1 time***	Develops a Climate that Encourages Learners to Participate: Draws Out Student Potential APEX Indicator #2, Section C - Number 6. ***Occurs: 2 times***	Develops a Climate that Encourages Learners to Participate: Draws Out Student Potential, APEX Indicator #2, Section C - Number 6. ***Occurs: 1 time***	5 times

APEX CORRELATIONS - 3.

CAROLYN GRECCO	KATHRYN GLEOCKNER	YVONNE BROOKS	EILEEN MANGOLD	YVETTE WALLS	TOTALS
Participates in Professional Development Activities APEX Indicator #3, Section B - Number 1. ***Occurs: 2 times***	Participates in Professional Development Activities APEX Indicator #3, Section B -Number 1. ***Occurs: 1 time***	Participates in Professional Development Activities APEX Indicator #3, Section B - Number 1. ***Occurs: 2 times***	Participates in Professional Development Activities APEX Indicator #3, Section B - Number 1. ***Occurs: 1 time***	Participates in Professional Development Activities APEX Indicator #3, Section B - Number 1. ***Occurs: 1 time***	7 times
Documentation Provided of Learner Progress and of Communicating Progress Meaningfully to Students APEX Indicator #2, Section D - Number 2. ***Occurs: 1 time.***	Documentation Provided of Learner Progress and of Communicating Progress Meaningfully to Students APEX Indicator #2, Section D - Number 2. ***Occurs: 0 times***	Documentation Provided of Learner Progress and of Communicating Progress Meaningfully to Students APEX Indicator #2, Section D - Number 2. ***Occurs: 0 times.***	Documentation Provided of Learner Progress and of Communicating Progress Meaningfully to Students APEX Indicator #2, Section D - Number 2. ***Occurs: 1 time.***	Documentation Provided of Learner Progress and of Communicating Progress Meaningfully to Students APEX Indicator #2, Section D - Number 2. ***Occurs: 1 time.***	3 times.
Collaborates with Colleagues for Program Development APEX Indicator #3, Section B Number 4. ***Occurs: 1 time.***	Participates in Professional Development Activities APEX Indicator #3, Section B Number 4. ***Occurs: 1 time.***	Participates in Professional Development Activities APEX Indicator #3, Section B - Number 4. ***Occurs: 1 time.***	Participates in Professional Development Activities APEX Indicator #3, Section B - Number 4. ***Occurs: 1 time***	Participates in Professional Development Activities APEX Indicator #3, Section B - Number 4. ***Occurs: 1 time.***	5 times
Engages in Professional Organization Activities APEX Indicator #3, Section B - Number 6. ***Occurs: 1 time.***	Engages in Professional Organization Activities APEX Indicator #3, Section B - Number 6. ***Occurs: 0 times.***	Engages in Professional Organization Activities APEX Indicator #3, Section B - Number 6. ***Occurs: 1 time.***	Engages in Professional Organization Activities APEX Indicator #3, Section B - Number 6. ***Occurs: 1 time.***	Engages in Professional Organization Activities APEX Indicator #3, Section B - Number 6. ***Occurs: 1 time.***	4 times
Mentors New Practitioners in Program, Region, State APEX Indicator #3, Section C - Number 1. ***Occurs: 2 times***	Mentors New Practitioners in Program, Region, State APEX Indicator #3, Section C - Number 1. ***Occurs: 1 time***	Mentors New Practitioners in Program, Region, State APEX Indicator #3 Section C Number 1 ***Occurs: 1 time.***	Mentors New Practitioners in Program, Region, State APEX Indicator #3 Section C Number 1 ***Occurs: 1 time.***	Mentors New Practitioners in Program, Region, State APEX Indicator #3 Section C Number 1. ***Occurs: 1 time.***	5 times

APEX CORRELATIONS - 4.

CAROLYN GRECCO	KATHRYN GLEOCKNER	YVONNE BROOKS	EILEEN MANGOLD	YVETTE WALLS	TOTALS
Acts as a catalyst for Change APEX Indicator #3, Section C - Number 4. ***Occurs: 2 times***	Acts as a catalyst for Change APEX Indicator #3, Section C - Number 4. ***Occurs: 1 time***	Acts as a catalyst for Change APEX Indicator #3, Section C - Number 4. ***Occurs: 1 time***	Acts as a catalyst for Change APEX Indicator #3, Section C - Number 4 ***Occurs: 0 times***	Acts as a catalyst for Change APEX Indicator #3, Section C - Number 4. ***Occurs: 1 time***	5 times
Serves as an Advisor/Mentor to Learners in their Roles as Parents, Workers, Citizens APEX Indicator #4, Section B- Number 6. ***Occurs: 2 times***	Serves as an Advisor/Mentor to Learners in their Roles as Parents, Workers, Citizens APEX Indicator #4, Section B- Number 6. ***Occurs: 0 times***	Serves as anAdvisor/Mentor to Learners in their Roles as Parents, Workers, Citizens APEX Indicator #4, Section 13- Number 6. ***Occurs: 0 times***	Serves as an Advisor/Mentor to Learners in their roles as Parents, Workers, Citizens APEX Indicator #4, Section 13- Number 6. ***Occurs: 0 times***	Serves as an Advisor/Mentor to Learners in their Roles as Parents, Workers, Citizens APEX Indicator #4, Section B- Number 6. ***Occurs: 2 times.***	4 times.

PELAVIN CORRELATION - 1.

CAROLYN GRECCO	KATHRYN GLEOCKNER	YVONNE BROOKS	EILEEN MANGOLD	YVETTE WALLS	TOTALS
Identifies and Responds to Learner Needs and Goals Pelavin Standard 1, Indicator B; Competency 2 ***Occurs: 1 time***	Identifies and Responds to Learner Needs and Goals Pelavin Standard 1, Indicator B; Competency 3 ***Occurs: 1 time***	Identifies and Responds to Learner Needs and Goals Pelavin Standard 1, Indicator B; Competency 1,3 and 4. ***Occurs: 3 times***	Identifies and Responds to Learner Needs and Goals Pelavin Standard 1, Indicator B-, Competency 2 ***Occurs: 0***	Identifies and Responds to Learner Needs and Goals Pelavin Standard I, Indicator B; Competency 3 ***Occurs: 3 times***	***8 times***
Collaborates with Colleagues Pelavin Standard 1, Indicator F; Competencies 1,2 and 3. ***Occurs: 2 times***	Collaborates with Colleagues Pelavin Standard 1, Indicator F; Competency 2. ***Occurs: 1 time***	Collaborates with Colleagues Pelavin Standard I, Indicator F; Competencies 2 and 3. ***Occurs: 1 time***	Collaborates with Colleagues Pelavin Standard 1, Indicator F; Competencies 1, 2 and 3. ***Occurs: 2 times***	Collaborates with Colleagues Pelavin Standard 1, Indicator F; Competencies 2 and 3, ***Occurs: 2 times.***	***8 times***
Works Positively with Learners from Different Backgrounds Pelavin Standard 1, Indicator C; Competencies 2 and 4. ***Occurs: 1 time***	Works Positively with Leaners from Different Backgrounds Pelavin Standard I, Indicator C; Competency 1. ***Occurs: 1 time***	Works Positively with Learners from Different Backgrounds Pelavin Standard 1, Indicator C; Competencies 1 and 2. ***Occurs: 1 time***	Works Positively with Learners from Different Backgrounds Pelavin Standard 1, Indicator C; Competency 1 ***Occurs: 1 time***	Works Positively with Leaners from Different Backgrounds Pelavin Standard 1, Indicator C; Competencies 1 and 3. ***Occurs: 2 times***	6 times
Pursues Professional Development Pelavin Standard 11, Indicator E; Competencies 1, 3, 4, 5 ***Occurs: 3 times***	Pursues Professional Development Pelavin Standard 11, Indicator E; Competencies 4 and 5. ***Occurs: 2 times***	Pursues Professional Development Pelavin Standard 11, Indicator E; Competency 4 ***Occurs: 1 time***	Pursues Professional Development Pelavin Standard 11, Indicator E; Competencies 1,2, 3, 4, and 5. ***Occurs: 1 time***	Pursues Professional Development Pelavin Standard 11, Indicator E; Competencies 1 and 4. ***Occurs: 1 time***	8 times

Developed by Kevin Brady, July 24, 1998

PELAVIN CORRELATION - 2.

CAROLYN GRECCO	KATHRYN GLEOCKNER	YVONNE BROOKS	EILEEN MANGOLD	YVETTE WALLS	TOTALS
Sensitive to Community Context Pelavin Standard II, Indicator F; Competency 2(b). ***Occurs: 1 time***	Sensitive to Community Context Pelavin Standard II, Indicator F; Competencies 2 (b,c,d) ***Occurs: 1 time***	Sensitive to Community Context Pelavin Standard II, Indicator F; Competency 1 ***Occurs: 0 times***	Sensitive to Community Context Pelavin Standard II, Indicator F; Competency ***Occurs: 0 times***	Sensitive to Community Context Pelavin Standard II, Indicator F; Competency I and 3 (b,c, and d) ***Occurs: 2 times***	4 times
Creates an Environment Conducive to Learning. Pelavin Standard III, Indicator B; Competencies 3,4 ***Occurs: 5 times***	Creates an Environment Conducive to Learning Pelavin Standard III, Indicator B; Competencies I and 3. ***Occurs: 3 times***	Creates an Environment Conducive to Learning Pelavin Standard III, Indicator B; Competencies 1,3 and 4. ***Occurs: 2***	Creates an Environment Conducive to Learning Pelavin Standard III, Indicator B; Competencies 2,3 and 4. ***Occurs: 2 times***	Creates an Environment Conducive to Learning Pelavin Standard III, Indicator B; Competencies 3 (implied), 4. ***Occurs: 4 times***	16 times
Maintains a Knowledge Base in Adult Learning Pelavin Standard II, Indicator A; Competencies I and 6. ***Occurs: 2 times***	Maintains a Knowledge Base in Adult Learning Pelavin Standard II, Indicator A; Competencies 1, 4, 7 and 5. ***Occurs: 4 times***	Maintains a Knowledge Base in Adult Learning Pelavin Standard II, Indicator A; Competencies 1, 2 and 4. ***Occurs: 2 times***	Maintains a Knowledge Base in Adult Learning Pelavin Standard 11, Indicator A; Competencies 1, 2, 4. ***Occurs: 2 times***	Maintains a Knowledge Base in Adult Learning Pelavin Standard 11, Indicator A; Competencies 1, 2, 6. ***Occurs: 3 times***	13 times

PELAVIN CORRELATION - 3.

CAROLYN GRECCO	KATHRYN GLEOCKNER	YVONNE BROOKS	EILEEN MANGOLD	YVETTE WALLS	TOTALS
Applied Learner-Centered Teaching Strategies Pelavin Standard III, Indicator C; Competencies 2 and 4. ***Occurs: 2 times***	Applied Learner-Centered Teaching Strategies Pelavin Standard III, Indicator C; Competency ***Occurs: 0 times***	Applied Learner-Centered Teaching Strategies Pelavin Standard III, Indicator C; Competency ***Occurs: 0 times***	Applied Learner-Centered Teaching Strategies Pelavin Standard III, Indicator C; Competencies 2 and 3. ***Occurs: 1 time***	Applied Learner-Centered Teaching Strategies Pelavin Standard II, Indicator C; Competencies 1 and 6 ***Occurs: 2 times***	5 times
Employs Individual and Team Learning Pelavin Standard III, Indicator D; Competencies ***Occurs: 0 times***	Employ Individual and Team Learning Pelavin Standard III, Indicator D; Competencies 1, 2 and 4. ***Occurs: 3 times***	Employs Individual and Team Learning Pelavin Standard III, Indicator D-1 Competencies 1 and 2. ***Occurs: 1 time***	Employs Individual and Team Learning Pelavin Standard III, Indicator D; Competencies 2 and 4. ***Occurs: 2 times***	Employs Individual and Team Learning Pelavin Standard III, Indicator D; Competencies 1 and 2 ***Occurs: 1 time***	7 times

APPENDIX D

FOCUS GROUP SESSIONS

Adult Teacher Competencies Study

A PDE Bureau of ABLE Special Experimental Project 1998-99

Date:

SAMPLE OF FOCUS GROUP INVITATION

Dear

Thanks for agreeing to participate in the process of setting of standards for the Adult Teacher Competencies Study. Your focus group is scheduled to meet:
Date: Location:
Facilitator:

Background Information
Royce and Royce received a grant under 353 Special Experimental Projects to identify a continuum of adult teacher competence to proficiency that the PDE Bureau of ABLE would like to see Pennsylvania practitioners develop through training and experience. Competency projects have been completed in other states, and Pelavin Associates has been working to define national standards. However, it was felt that Pennsylvania's ABLE teachers would best be served by defining their own standards through the ATCS (Adult Teacher Competencies Study) project.

Throughout the months of August and September, under the guidance of Sherry Royce, a task force of experienced adult educators met to: 1) identify standards; 2) draft preliminary areas of competence (units); and 3) brainstorm behaviors (performance indicators)

You may be asking, how these Standards will be used by the Bureau or by programs in the future? Once a satisfactory continuum of competencies has been established, they will be used by programs and practitioners to inform self-directed staff development.

Now it is your turn to assist us in setting Pennsylvania's standards for adult education teachers. We are asking you to complete the homework assignment; familiarize yourself with the indicators provided by the task force, and be prepared to brainstorm with other educators at your Focus group session.

Thank you for your willingness to take part in this important project Please bring all these materials to the meeting with you.

Sincerely,

Sherry Royce
ATCS project director

SJR/hs
Enc.

BEST COPY AVAILABLE

Darlene P. Barbour,
Northwest Professional Development Center

Kevin Brady
Mayor's Commission on Literacy

Priscilla S. Carman,
The Pennsylvania State University Institute for the Study of Adult Literacy

Kathryn L. Gleockner,
Bradford County Action, Inc.

Carol Goertzel,
WAWA Inc.

Mary Hohensee,
The Literacy Council of Lancaster-Lebanon, LVA

Eileen Mangold,
Luzerne County Community College, ALTA Program

Judith Rance Roney,
Lehigh University

Yvette S. Walls,
Center for Literacy, Inc.

Amy Wilson,
The Pennsylvania State University, Teachers of Literacy in the Commonwealth

---

Ex Officio:
Ella Morin
Helen Hall
Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education

Project Director:
Sherry Royce
Royce & Royce, Inc.
1938 Crooked Oak Drive
Lancaster PA 17601

Tel: 717-569-1663
Fax: 717-560-9903
e-mail: sroyce@redrose.net

Time: 2 hours
Materials- Handouts:
1. Terminology and Competence Categories
2. Performance Indicator Ranking Descriptors
Overheads:
1. Competence Categories
2. Performance Indicator Rankings

Facilitator Form: "Additional Units for Consideration"
Chart paper, markers for charts OR blackboard and chalk

Grouping: As group members come in, ask them to sit in groups of three with teachers from other programs.

Outline of Focus Group Actions:

I. Introduction of group members and purpose of focus group
II. Review of terminology and Competence Categories
111. Validation of Units, additional units for consideration
IV. Validation and ranking of Performance Indicators into expertise levels

Facilitator Narrative:

Provide an overview of the project.

"As you read in your letter, the ABLE Bureau has embarked on a project to define competencies that adult basic teachers must have or should have in order to teach adults effectively. The work of this project is being conducted in other forms throughout the country, but Pennsylvania has chosen to set its own standards.

Sherry Royce, the author of Success Stories and other projects is leading this undertaking. In the past few months, a group of adult educators met several times first, to read and analyze the competencies written by other states and organizations. Then, they drafted a document for you to review today,

Explain the components of the project.

The document consists of five areas of competence that the Committee has formulated; these areas of competence are called "STANDARDS." You might think of these areas as chapters in a book. Under each of those areas are "UNITS" The units should be thought of as chapter subheadings. Then, a series of subcommittees met to define behaviors that would be associated with those units. These behaviors are called "PERFORMANCE INDICATORS."

Give the Focus Group its charge.

It is your task to evaluate the importance and appropriateness of the performance indicators first. Then, we will ask you to judge each performance indicator. You will be asked whether the performance indicator should be required for the beginning teacher; whether it is associated with a teacher with significant experience in the field, or whether it would be expected of an expert in the teaching of adults.

In short, you will be validating, deleting, or adding to the work of the small committee. Your input will be analyzed by Kevin Brady, Educational Coordinator for the Mayor's Council on Literacy. It will have an impact on the final list of competencies produced and sent to PDE. In other words, we need to you take a fresh look at the document."

Facilitator's Instructions:

1. Ask participants to get out the "homework" they prepared for the meeting. Instruct the participants to rank those characteristics in order of importance for adult basic education teachers. Place the most important in rank number 1 and continue on down to the least important.

2. On a piece of chartpad in front of the room (or on the blackboard or whiteboard) write the number 1. Ask participants to share what they had for that top ranking. Write their responses on the chartpad and comment on the similarities or difference. Then write a #2 and write those characteristics down and discuss them. Continue with #3.

3. Explain that this idea of sorting or ranking will be done for the purposes of this project.

Facilitator Narrative:

Explain or review the terminology.

"Before we begin, let me review the terminology we will use in this process. (USE HANDOUT I: TERMINOLOGY PAGE and draw a flow chart on the chartpad to aid in understanding..

Facilitator's Instructions

1. Instruct the Focus Group to move their chairs into groups of three members. The group should consist of members from different programs (if possible).
2. Ask the group to choose a discussion leader to keep the discussion moving in a timely manner and to record the rankings of the group.
3. Facilitator - Instruct the members to take out their ATCS Standards/competencies lists and their "Homework."
4. The facilitator should first read through the areas of competencies and then each of the unit headings and explain any which are unclear.
5. After the units are explained, ask the participants to identify other units which did not appear (those they may have marked as "add"), but should be considered for the final project. Reiterate that units are general categories. Write these down on the "Additional Units for Consideration" form and send to Sherry Royce.
6. Say: "For the purposes of this meeting today, we are going to analyze just those areas that the committee drafted. Your additions will be sent to a different group considering changes to the units. But, you will have a chance to add some performance indicators today."
7. Hand the group leader an additional copy of the competencies list in a different color and with spaces for additional indicators. This becomes the consensus sheet for the group.
8. Say: "Now, you have approximately one hour to judge and to rank each of the performance indicators. The group leader should keep an eye on the clock and should keep the discussion focused.

RANKING DESCRIPTORS Let's look at the Ranking notation.

X -- Not important or not true, Omit.
RC -- Repeated competency. Combine with Unit _____, Indicator _____
A = Entrance. The adult basic educator must have these essential beginning skills.
B = Experienced. An experienced adult basic educator will demonstrate these skills.
C = Expert. These are the skills of a professional, polished adult educator.
? -- This is difficult to understand; it needs to be rewritten.
Add (write new indicator) -- This performance indicator should appear in this section.

Facilitator Instructions

1. Instruct the group to take a five-minute break and then to return and begin their work. They will have about one hour to discuss and rank the performance indicators.
2. When the group reforms, walk around and listen to the discussion. Thirty minutes into the discussion, suggest that they should be working on the third area of competencies.
3. After the groups have finished their rankings, ask them to form again into one group.
4. Collect the consensus sheets from the leaders and ask everyone to pass in their "homework" so that the individual input can be sorted and analyzed. (The facilitator should send this material to Kevin.)

Facilitator Narrative

1. Begin a discussion... "In general, how closely did the competency choices of the committee match your opinion of essential competencies? In what areas did the committee most miss the mark?
2. The next job of the committee will be to try to find assessment measures for the performance indicators. We will try to quantify our use descriptors for the indicators. Before we end the meeting, I would like to get some idea from you about assessment of these performance indicators. What are some of the teacher assessment tools you would like to see used for this purpose? (If the group needs help with starting, mention "peer observations," portfolios, objective tests, etc.
3. Write a list of the comments offered and send to Sherry.
4. Thank the group for their participation in the Focus Group session. Tell them about the benefits they will derive from participation.
5. Say "goodbye and thanks."

Focus Group Handout 1

TERMINOLOGY

: "These standards form a common core of generic knowledge, skills, and behavior applicable to all adult education teachers. These standards are broken down into ATCS Units. **Example:** Instructional Expertise."

ATCS Units: "These units reflect a general area of competence. **Example:** "Fosters Creative Problem -Solving"

Performance Indicators: "These Indicators provide more specific definition of actions which are common to a general unit category. **Example:** "Models problem-solving steps and discusses thinking behaviors associated with each step."

COMPETENCE CATEGORIES

1. **Trainee Level:** A prospective teacher or student in training who does *not yet* possess adequate teaching and or knowledge competence.

2. **Entrance Level:** An adult teacher who meets core standards for teaching adult basic education and who possesses adequate teaching and knowledge competence.

3. **Experienced Level:** An adult teacher with significant adult education teaching experience who surpasses Entrance Level criteria in knowledge and teaching practices, and who possesses measurable competence in area of content expertise. This educator begins to take on a leadership role in adult education.

4. **Expert Level:** An adult teacher with substantial adult basic education experience, and who surpasses Experience Level criteria in knowledge and teaching practices, and takes an active role in program development, decision making and policy at many levels.

Facilitator Form

Facilitator: _____ **Date:** _____

Focus Group Location _____

Additional Units for Consideration

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Possible Teacher Assessment Instruments

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Focus Group Registration Site:

Name: _____ Program: _____

Preferred Address: _____ (Office/Home)

Preferred Phone #: _____ Fax: _____ email _____

EDUCATION & EXPERIENCE

Age: ☐ 20-30 ☐ 31-45 ☐ 46-60 ☐ 60+ Role: ☐ Tutor ☐ Teacher ☐ Counselor ☐ Supervisor ☐ Administrator

Highest Level Education: (Graduated) ☐ High School ☐ College ☐ Masters ☐ Doctorate

No. Years teaching/tutoring adult education: ☐ 1 ☐ 2-5 ☐ 6-10 ☐ 11+ Work Hours: ☐ Part time ☐ Full Time

No. Hours a week ☐ 1-3 ☐ 4-9 ☐ 10-20 ☐ 21- 30 ☐ 30+ ☐ Salaried with benefits

ORGANIZATION: (please check all that apply)

☐ Local Ed Agency ☐ Literacy Council ☐ Community College ☐ College/University ☐ Institution ☐ Business/Industry ☐ Union ☐ Private Sector

☐ Community-Based Organization ☐ Other: _____

PROGRAM AREA: (please check all that apply

☐ Literacy ☐ ABE/GED ☐ ESL ☐ Family Literacy ☐ Workforce Literacy ☐ Other _____

Instructional Group Size: ☐ 1 on 1 ☐ 2-5 (small group) ☐ 6-12 (large group) ☐ Classroom 15+

What professional development activities did you participate in during the past six months:

I, _____, contributed _____ hours of my time in preparation for and attendance at an ATCS Focus group in order to assist in the development of adult education teacher standards and performance indicators.

Signature: _____ Date: _____

ACTS Introduction

This checklist provides indicators of the generic knowledge, skills, and behaviors that are applicable to practitioners in all types of ABLE programs (Literacy, ABE/GED, ESL, workplace, family literacy). It is intended for collaborative use by ABLE practitioners and administrators to assess practitioners' competence and performance for the purposes of staff development and program improvement.

The checklist is divided into five generic standards that address the breadth of adult practitioner competencies:

A. Adult Theory In Practice
B. Instructional Expertise
C. Community Interaction
D. Professional Development
E. Program Operations

Each standard is divided into units representing its various elements or aspects. Performance indicators under each unit describe specific activities, behaviors, or outcomes that are capable of demonstration by practitioners. These indicators range from those needed by entry-level ABLE practitioners to those demonstrated by more experienced and/or expert practitioners. This range provides room for practitioner growth and change through professional development.

Adult Theory In Practice Standard: Performance Indicators

Unit 1: Creates & Sustains a Positive Adult Learning Environment

1. Provides a safe and suitable teaming environment

a. Creates a physical and emotional environment in which students are safe.

b. organizes room to maximize learning, for example to facilitate different groupings.

c. Models appropriate dress and behavior

d. Uses a congenial/courteous tone of voice and mannerisms

e. Displays confidence in the teaching role.

f. Advocates for appropriate lighting and comfortable room temperature and furnishings.

ADD_____

_____

_____

_____

X	RC	A	B	C	?

2. Conducts the classroom In a manner conducive to learner interaction.

a. Encourages learners to share knowledge and skills through modeling.

b. Acknowledges and utilizes the knowledge that adult learners bring to the classroom

c. Encourages diverse student opinions in a supportive atmosphere

d. Engages students student leadership in the learning process.

ADD_____

_____

_____

_____

X	RC	A	B	C	?

ISTANDARD 1 of 5: ADULT THEORY IN PRACTICE

THIS SURVEY WAS ADMINISTERED TO SEVEN FOCUS GROUPS THROUGHOUT PENNSYLVANIA FROM OCTOBER 30 TO DECEMBER 8, 1998.

Performance Indicator Ranking Descriptions: X= Not important or not true. Omit. RC=Repeated Competency (Combine with Unit Indicator A=Entrance The adult basic educator must have these essential beginning skills. B= Experienced. An experienced adult basic educator will demonstrate these skills. C=Expert. These are the skills of a professional, polished adult educator. ? = This is difficult to understand. Needs to be rewritten. ADD (write new indicator). This performance indicator should appear in this section.

Unit 2: Promotes Independent and Lifelong Learning

X	RC	A	B	C	?

1. **Helps learners identify short- and long-term goals**
   - a. Invites learners to use their own experiences to recognize and define opportunities for learning in their daily lives
   - b. Encourages learners' initiative
   - c. Helps learners identify barriers to learning and resources/options to remove barriers
   - d. Encourages students to explore their roles as family members, workers, and citizens

ADD_____

_____

_____

_____

X	RC	A	B	C	?

2. **Shares responsibility for planning and evaluation of instruction**
   - a. Involves learners in the planning process
   - b. Designs activities for and encourages independent study and self-directed learning
   - c. Demonstrates strategies for and encourages learner self-evaluation

ADD_____

_____

_____

_____

X	RC	A	B	C	?

3. **Reinforces positive attitudes toward learning and success potential**
   - a. Meets learners where they are and fosters their potential for change and growth
   - b. Develops within each learner a sense of his/her talents, progress and ability
   - c. Raises learner self-esteem and expectation of success in many areas

Performance Indicator Ranking Descriptions: X= Not important or not true. Omit. RC=Repeated Competency (Combine with Unit __ Indicator __ **A=Entrance** The adult basic educator must have these essential beginning skills. **B= Experienced.** An experienced adult basic educator will demonstrate these skills. **C=Expert.** These are the skills of a professional, polished adult educator. ?- This is difficult to understand. Needs to be rewritten. ADD (write new indicator). This performance indicator should appear in this section.

Unit 3: Fosters Creative Problem-Solving

4. Encourages critical reflection

X	RC	A	B	C	?

a. Motivates learners to solve problems

b. Promotes higher order thinking skills

C. Encourages creative thought and expression

d. Relates learning opportunities to current concerns and issues

ADD _____

_____

_____

5. Demonstrates setting and solving problems

X	RC	A	B	C	?

a. Models individual and group problem-centered approaches to learning

b. Models problem-solving steps and discusses thinking behaviors associated with each step

C. Uses real-life problem solving situations with multiple resolutions.

ADD _____

_____

_____

_____

Unit 4: Shows Respect for Adult Learners

6. Displays beliefs, behaviors and practices supportive of adult learners

X	RC	A	a	C	?

a. Demonstrates empathy, patience, and support

b. Demonstrates cultural sensitivity and awareness

C Demonstrates rapport with learners through confidence, enthusiasm, and humor

d. Understands demands of adult roles and responsibilities as workers, parents, citizens

e. Exhibits resourcefulness and creativity in dealing with students who have difficulty in class or attending regularly

f. Maintains a professional relationship with students.

Performance Indicator Ranking Descriptions: X= Not important or not true. Omit. RC=Repeated Competency (Combine with Unit __ Indicator__ A=Entrance The adult basic educator must have these essential beginning skills. B= Experienced. An experienced adult basic educator will demonstrate these skills. C=Expert. These are the skills of a professional, polished adult educator. ?= This is difficult to understand. Needs to be rewritten. ADD (write new indicator). This performance indicator should appear in this section.

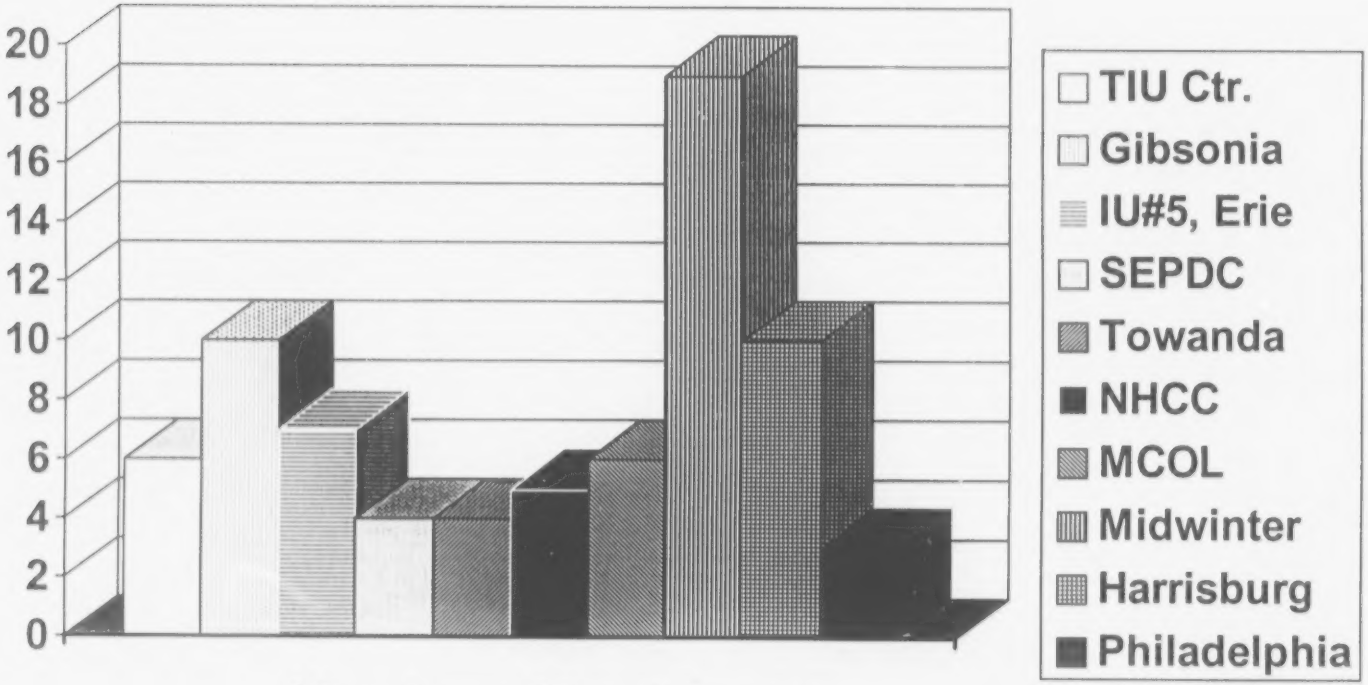
Site Locations

First Name	Last Name	Date	Facilitator
Bethlehem			
Twila	Evans	11/13/98	Rance Roney
Maureen	Cort	11/13/98	Rance Roney
Christopher	Coro	11/13/98	Rance Roney
David	Vazquez	11/13/98	Rance Roney
Emily	Bradbury	11/13/98	Rance Roney
Number of Items: 5			
Gibsonia			
Carol	Schutte	10/30/98	Barbour
Melanie	Taormina	10/30/98	Barbour
Jane	Schrock	10/30/98	Barbour
Peggy	Schauer	10/30/98	Barbour
Marleen	Porter	10/30/98	Barbour
Rochelle	Glanz	10/30/98	Barbour
Elaine	Sulkowski	10/30/98	Barbour
Becky	Carpenter	10/30/98	Barbour
Richard	Yates, Jr	10/30/98	Barbour
Josifani	Moyo	10/30/98	Barbour
Number of Items: 10			
Harrisburg			
Yvette	Walls	4/13/99	Royce
Bootsie	Barbour	4/13/99	Royce
Eileen	Mangold	4/13/99	Royce
Monica	Matthews	4/13/99	Royce
Helen	Hall	4/13/99	Royce
Priscilla	Carman	4/13/99	Royce
Sherry	Royce	4/13/99	Royce
Kevin	Brady	4/13/99	Royce
Kathy	Gleockner	4/13/99	Royce
Ella	Morin	4/13/99	Royce
Judy	Rance Roney	4/13/99	Royce
Amy	Wilson	4/13/99	Royce
Carol	Goertzel	4/13/99	Royce
Sandy	Strunk	4/13/99	Royce
Rachel	Zilcosky	4/15/99	Royce
Number of Items: 15			
IU5, Erie			
Sharon	Storms	11/6/98	Barbour
Ruth	Zak	11/6/98	Barbour
Bonnie	Miller	11/6/98	Barbour
Joy	Zamierowski	11/6/98	Barbour
Virginia	Pollard	11/6/98	Barbour
Elizabeth	Wilson	11/6/98	Barbour
Joseph	Mando	11/6/98	Barbour
Number of Items: 7			
PAACE			
Manuel	Gonzales	2/4/99	Royce
Judi	Taylor	2/4/99	Royce
Emma	Williams	2/4/99	Royce
Katherine F.	Stamler	2/4/99	Royce
Elaine	Nagel	2/7/99	Royce
Teresa	Marks	2/4/99	Royce
Mary	Hohensee	2/4/99	Royce

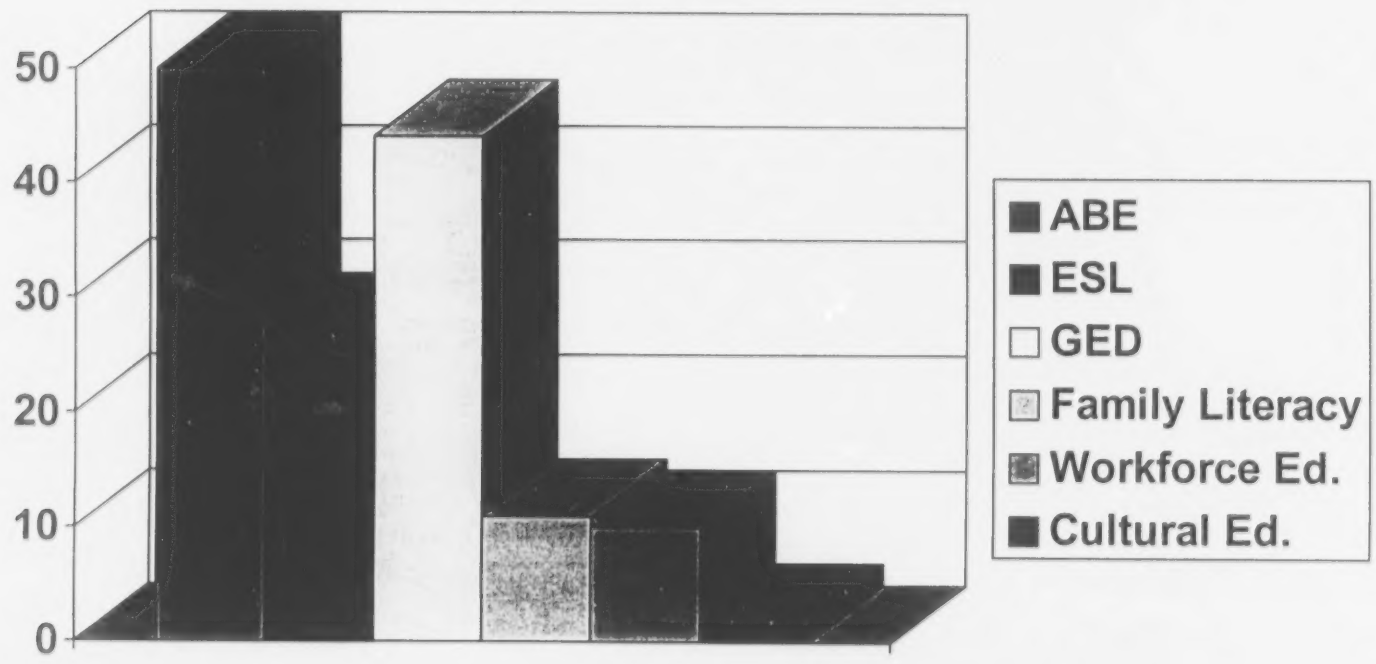
Site Locations

First Name	Last Name	Date	Facilitator
Nancy	Hall	2/4/99	Royce
Sue	Evans	2/4/99	Royce
Douglas	DeArment	2/4/99	Royce
Alice	Redman	2/4/99	Royce
Elaine	Green	2/4/99	Royce
JoAnn	Weinberger	2/4/99	Royce
Jane	McGovern	2/4/99	Royce
Eunice	Rush-Day	2/4/99	Royce
Judy	Sullivan	2/4/99	Royce
Number of Items: 16			
Philadelphia			
Ulicia	Lawrence	10/30/98	Brady
Stephen	Kopec	10/30/98	Brady
Sr. Mary Shaun	McShane	10/30/98	Brady
Lesley	Fredericks	10/30/98	Brady
Susan	Tallent	10/30/98	Brady
Roberta	Kane	10/30/98	Brady
Janice	Frick	10/30/98	Brady
Number of Items: 7			
SEPDC			
Christine	Davis	11/11/98	Hohensee
Karen	Bergey	11/11/98	Hohensee
Jean	Henry	11/11/98	Hohensee
Kathleen	Davies	11/11/98	Hohensee
Number of Items: 4			
TIU Center			
Mitz	Zook	11/2/98	Carman
Jean	Byler	11/2/98	Carman
Keith	Baker	11/2/98	Carman
Edna	Rarich	11/2/98	Carman
Eric	Epstein	11/2/98	Carman
Peggy	Greene	11/2/98	Carman
Number of Items: 6			
Towanda			
Joyce	Kerrick	11/17/98	Gleockner
Arleta	Smith	11/17/98	Gleockner
Leslie	Foster	11/17/98	Gleockner
Evelyn	Vanderpool	11/17/98	Gleockner
Number of Items: 4			
Number of Items: 74			

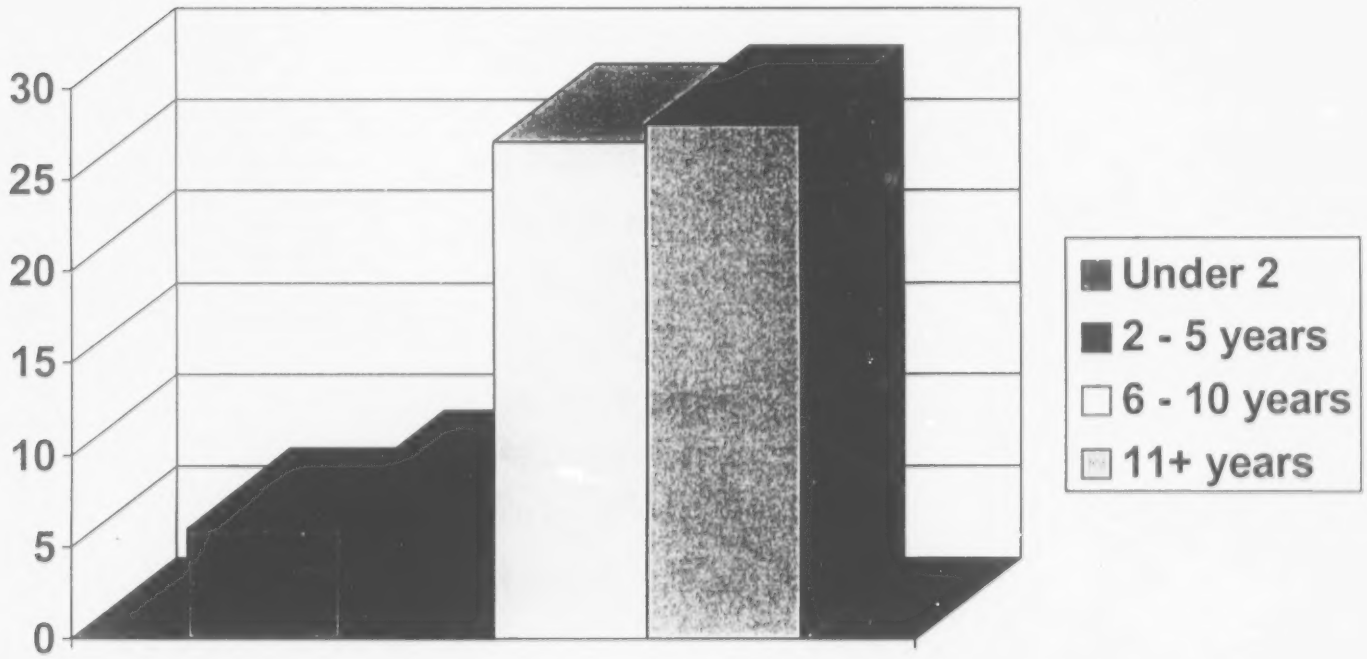
Participants by Regional Group



Program Area



Years as an Instructor



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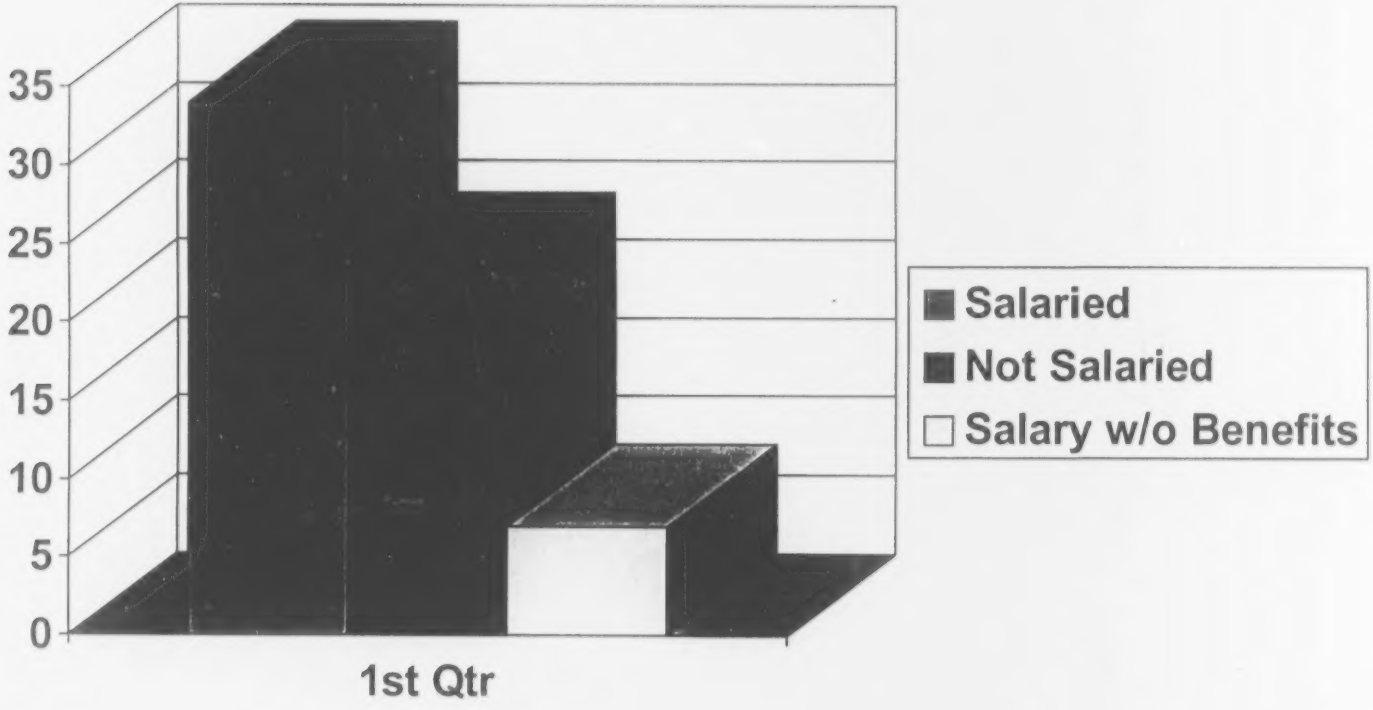
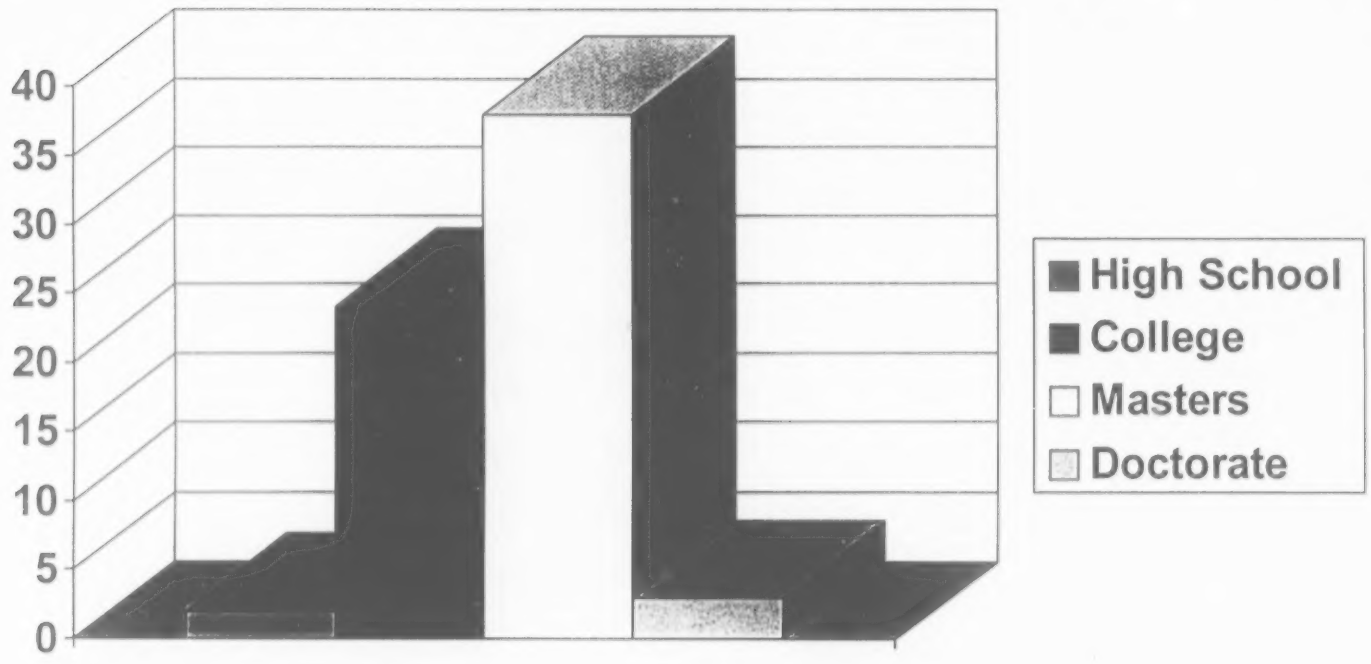
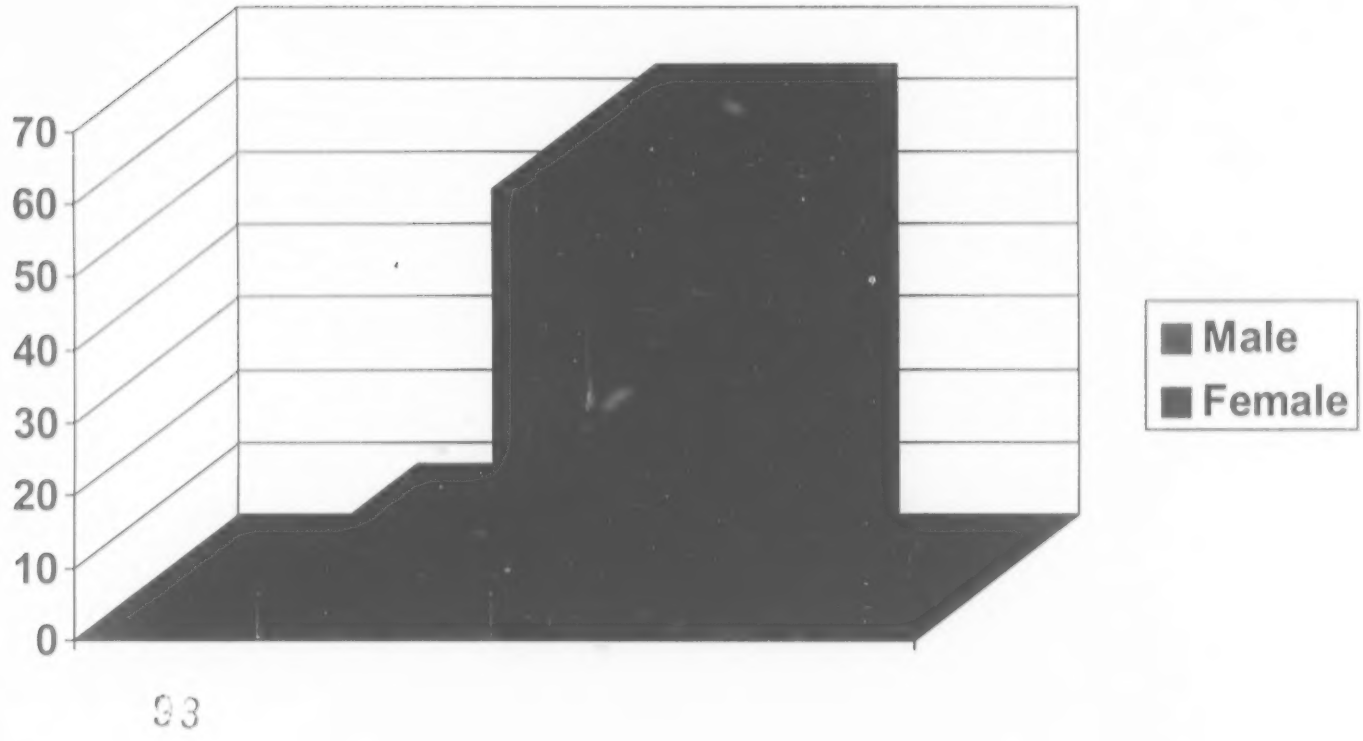
Salary and Benefits



Level of Education

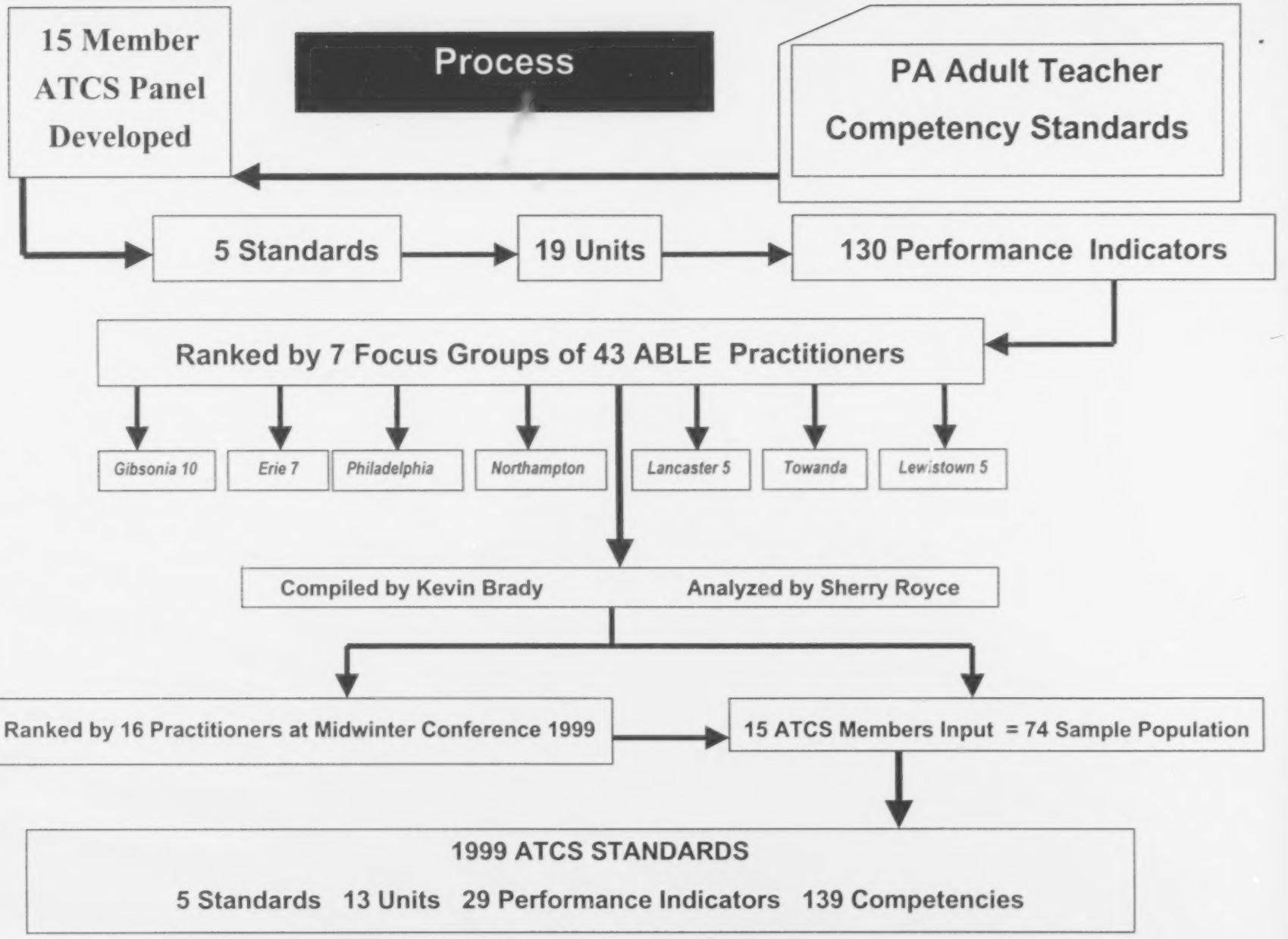


Gender



APPENDIX E

Development of Pennsylvania's Adult Teacher Standards, Indicators and Competencies



SJROYCE 5/15/99

Adult Theory in Practice Standard: Performance Indicators

Unit 1: Creates and Sustains a Positive Adult Learning Environment

1. Encourages learners to share knowledge.
2. Engages students in collaborative learning; group work, student-led instruction, etc.
3. Creates a physical and emotional environment in which students feet accepted and supported,
4. Organizes the classroom setting conducive to learner interaction,
5. Encourages and supports diverse student opinions in a non-judgmental atmosphere.
6. Fosters an atmosphere of mutual respect and tolerance.
7. Demonstrates cultural sensitivity and awareness.
8. Creates a learning environment that is energized.
9. Utilizes the knowledge that the adult learners bring to the classroom.
10. Encourages each I learner to become part of the classroom leammig community.

Unit 2: Promotes Independent Learning

1. Promotes active learning in the classroom.
2. Meets learners where they are and encourages them to move forward,
3. Builds self-esteem in learners
4. Displays confidence in the teaching role and encourages student modeling.
5. Creates an environment in which students believe that they are able to learn.
6. Designs activities for independent student teaming.
7. Invites learners to learn in their daily lives and through their own experiences.
8. Motivates the learners to embrace the concept of lifelong learning.

Unit 3: Fosters Creative Problem Solving

1. Fosters an environment in which divergent views can be expressed in a safe environment.
2. Promotes multiple methods of reaching an outcome.
3. Encourages critical reflection on information.

Unit 4: Shows Respect for Adult Learners

1. Is professional, yet reachable to students in classroom interaction.
2. Demonstrates ability to work with learners of different cultures, genders, ethnicities and life styles.
3. Demonstrates an awareness of the differing cultural norms and practices of the students.
4. Actively challenges his/her own biases and prejudices against students.
5. Uses bias-free language.
6. Utilizes materials in a way that fosters respect from all walks of life.

Prepared by Judy Rance Roney, ESL Group Director.
Members Kevin Brady, Carol Goertzel, Eileen Mangold

Adult Theory In Practice Standard: Performance Indicators

Unit 1: Creates and Sustains a Positive Adult Learning Environment

1. Organizes room appropriately to facilitate different groupings (individual, small and whole group)
2. Provides appropriate lighting and comfortable room temperature and furnishings
3. Provides a safe environment
4. Demonstrates rapport with learners through confidence, enthusiasm, and humor
5. Raises, learner self-esteem and belief In their potential to succeed
6. Finds and develops learners' potential talents
7. Interacts with learners, using congenial/courteous tone of voice and mannerisms
8. Knows and understands demands of adult roles and responsibilities as workers, parents, citizens
9. Demonstrates empathy, patience, and support
10. Believes in individuals' potential for change and growth
11. Models appropriate dress and behaviors
12. Exhibits resourcefulness and creativity dealing with students who have difficulty in class or attending regularly

Unit 2: Promotes Independent and Lifelong Learning

1. Helps learners identify short- and long-term goals
2. Provides support for students to work toward goals both inside and outside the educational setting.
3. Helps learners identify barriers to learning and resources/options to remove barriers
4. Develops within each learner a sense of his/her progress and ability
5. Encourages self-directed learning
6. Encourages learners' initiative

Unit 3: Fosters Creative Problem-Solving

1. Identifies relevant situations, issues, concerns of the learners' and uses them for problem solving activities
2. Provides Individual and group problem-centered approaches to learning
3. Fosters exploration of unique and multiple solutions to problems presented inside and outside the classroom
4. Rewards freedom of thought and expression
5. Models problem-solving steps and discusses thinking behaviors associated with each step
6. Motivates learners to solve problems

Unit 4: Shows Respect for Adult Learners

1. Creates an inclusive learning environment
2. Establishes and maintains confidence and confidentiality of learners
3. Establishes common ground with learners
4. Establishes mutual respect with all learners
5. Exhibits no racial, ethnic, class, gender, or ago bias in personal manner,
6. interpersonal dynamics in classroom, teaching style or use of educational materials
7. Integrates learners' experiences and knowledge into classroom activities, discussions, and materials

Prepared by Bootsie Barbour, Group Leader
Priscilla Carman, Kathy Gleockner, Hell Hall

Adult Learning Theory In Practice Standard: Performance Indicators

Unit 1: Creates and Sustains a Positive Learning Environment

1. Acknowledges and utilizes learner's experiences
2. Develops conditions which facilitate learning
3. Encourages active learner participation
4. Utilizes real-life situations for problem solving
5. Promotes self-directed learning situations
6. Provide a suitable learning environment
7. Reinforce positive attitudes toward learning

Unit 2: Promotes Independent And Lifelong Learning

8. Relates learning to immediate application
9. Involves learners in the planning process
lo. Encourages independent study
1 1. Encourages learners to self-evaluate

Unit 3: Fosters Creative Problem Solving

1. Promotes higher order thinking skills
2. Provides real-life problem solving activities
3. Creates problem solving situations with multi-resolution
4. Relates learning opportunities to current concerns and issues

Unit 4: Shows Respect for Adult Learners

1. Interacts with students in a manner that demonstrates acceptance of students as adults.
2. Encourages learner participation in the design implementation and evaluation of the program
3. Offers constructive and non-judgmental feedback

Adult Theory In Practice Standard: Performance Indicators

Unit 1: Creates & Sustains a Positive Adult Learning Environment

1. *Provides a safe and suitable learning environment*

a. Creates a physical and emotional environment in which students are safe.
b. Organizes room to maximize learning, for example to facilitate different groupings.
c. Models appropriate dress and behavior
d. Uses a congenial/courteous tone of voice and mannerisms
e. Displays confidence in the teaching role.
f. Advocates for appropriate lighting and comfortable room temperature and furnishings.

X	RC	A	B	C	?
		16	6	4	
		14	12	3	
		11	16	5	
		21	6	4	
		23	10	4	1
2		14	7	1	1

2. *Conducts the classroom in a manner conducive to learner interaction.*

a. Encourages learners to share knowledge and skills through modeling.
b. Acknowledges and utilizes the knowledge that adult learners bring to the classroom
c. Encourages diverse student opinions in a supportive atmosphere
d. Engages students student leardership in the learning process.

		12	8	2	2
		15	7	2	
1		17	7	6	
1		2	12	4	3

Unit 2: Promotes Independent and Lifelong Learning

1. Helps learners identify short- and long-term goals

a. Invites learners to use their own experiences to recognize and define opportunities for learning in their daily lives.
b. Encourages learners' initiative
c. Helps learners identify barriers to learning and resources/options to remove barriers
d. Encourages students to explore their roles as family members, workers, and citizens.

			5	2	
		2	12		
		1	15		1
		1	1		5
3			6		1

2. Shares responsibility for planning and evaluation of instruction

a. Involves learners in the planning process
b. Designs activities for and encourages independent study and self-directed learning
c. Demonstrates strategies for and encourages learner self-evaluation

		13	12	2	
2		8	15	1	1
		3	11	1	5
			14	6	1

3. Reinforces positive attitudes toward learning and success potential

a. Meets learners where they are and fosters their potential for change and growth
b. Develops within each learner a sense of his/her talents, progress and ability
c. Raises learner self-esteem and expectation of success in many areas.

		21	3	3	
		17	9	2	
		15	11	3	
		14	9	3	

Adult Theory In Practice Standard: Performance Indicators

Unit 3: Fosters Creative Problem-Solving

X	RC	A	B	C	?
		2	10	4	6
		16	12	10	
		8	10	8	6
1		9	13	8	
		8	5	9	

4. **Encourages critical reflection**
   a. Motivates learners to solve problems
   b. Promotes higher order thinking skills
   c. Encourages creative thought and expression
   d. Relates learning opportunities to current concerns and issues

1		6	9	1	6
		2	9	7	6
1		3	5	10	5
1		5	10	5	5

5. **Demonstrates setting and solving problems**
   a. Models individual and group problem-centered approaches to learning
   b. Models problem-solving steps and discusses thinking behaviors associated with each step
   c. Uses real-life problem solving situations with multiple resolutions.

Unit 4: Shows Respect for Adult Learners

		9	3	2	
		13	3	2	
		13	3	2	
		9	6	2	
		4	11	2	
		4	10	2	
		11	3	1	

6. **Displays beliefs, behaviors and practices supportive of adult learners**
   a. Demonstrates empathy, patience, and support
   b. Demonstrates cultural sensitivity and awareness
   c. Demonstrates rapport with learners through confidence, enthusiasm, and humor
   d. Understands demands of adult roles and responsibilities as workers, parents, citizens
   e. Exhibits resourcefulness and creativity in dealing with students who have difficulty in class or attending regularly
   f. Maintains a professional relationship with students.

Adult Theory In Practice Standard Performance Indicators Review by Groups

Unit 1: Creates & Sustains a Positive Adult Learning Environment

Entrance	Experienced	Expert	Clarify
✓			
✓			
✓			
✓			

1. Provides a safe and suitable learning environment
   - a. Creates a physical and emotional environment in which students are safe
   - b. Organizes room to maximize learning, for example to facilitate different groupings
   - c. Models appropriate dress and behavior
   - d. Uses a congenial/courteous tone of voice and mannerisms
   - e. Displays confidence in the teaching role
   - f. Advocates for appropriate lighting and comfortable room temperature and furnishings.

✓			
	✓		?

2. Conducts the classroom in a manner conducive to learner interaction.
   - a. Encourages learners to share knowledge and skills through modeling
   - b. Acknowledges and utilizes the knowledge that adult learners bring to the classroom
   - c. Encourages diverse student opinions in a supportive atmosphere
   - d. Engages students student leadership in the learning process

Unit 2- Promotes Independent and Lifelong Learning

			?
	✓		?

1. Helps learners identify short- and long-term goals
   - a. Invites learners to use their own experiences to recognize and define opportunities for learning in their daily lives
   - b. Encourages learners' initiative
   - c. Helps learners identify barriers to learning and resources/options to remove barriers
   - d. Encourages students to explore their roles as family members, workers, and citizens.

	✓		
	✓		?
	✓		

2. Shares responsibility for planning and evaluation of instruction
   - a. Involves learners in the planning process
   - b. Designs activities for and encourages independent study and self-directed learning
   - c. Demonstrates strategies for and encourages learner self-evaluation

✓			
✓			

3. Reinforces positive attitudes toward learning and success potential
   - a. Meets learners where they are and fosters their potential for change and growth
   - b. Develops within each learner a sense of his/her talents, progress and ability
   - c. Raises learner self-esteem and expectation of success in many areas.

Adult Theory In Practice Standard Performance Indicators Review by Groups

Unit 3: Fosters Creative Problem-Solving

4. Encourages critical reflection

a. Motivates learners to solve problems
b. Promotes higher order thinking skills
c. Encourages creative thought and expression
d. Relates learning opportunities to current concerns and issues

Entrance	Experienced	Expert	Clarify
	✓		?
			?

5. Demonstrates setting and solving problems

a. Models individual and group problem-centered approaches to learning
b. Models problem-solving steps and discusses thinking behaviors associated with each step
c. Uses real-life problem solving situations with multiple resolutions.

	✓		
			?
			?
			?

Unit 4: Shows Respect for Adult Learners

6. Displays beliefs, behaviors and practices supportive of adult learners

a. Demonstrates empathy, patience, and support
b. Demonstrates cultural sensitivity and awareness
c. Demonstrates rapport with learners through confidence, enthusiasm, and humor
d. Understands demands of adult roles and responsibilities as workers, parents, citizens
e. Exhibits resourcefulness and creativity in dealing with students who have difficulty in class or attending regularly
f. Maintains a professional relationship with students.

✓			
✓			
✓			
✓			
	✓		
	✓		
✓			

Competence Categories

1. **Trainee Level**

   An adult educator who may not have mastered core competencies but meets program requirements for employment.

2. **Entrance Level**

   An adult educator who is engaged in core competency training as part of carrying out his/her Practitioner Performance Portfolio.

3. **Experienced Level**

   An adult educator who has effectively demonstrated 90% of entrance level core competencies, is engaged in a Practitioner Performance Portfolio to master experienced level proficiencies, and has taken a leadership role at program or regional level.

4. **Expert Level**

   An adult educator who has effectively demonstrated 90% of experienced level proficiencies, is engaged in a Practitioner Performance Portfolio to master expert level proficiencies, and has taken a leadership role at state or national level.

ADULT THEORY IN PRACTICE STANDARD: PERFORMANCE INDICATORS

UNIT 1: CREATES AND SUSTAINS A POSITIVE ADULT LEARNING ENVIRONMENT	COMPETENCY LEVELS
1. Provides a safe and suitable learning environment	
a. Creates a physical and emotional environment in which the learners are safe	Entrance
b. Organizes the room in a way that maximizes learning	Entrance
c. Models professional dress and behavior	Entrance
d. Advocates for an appropriate physical environment conducive to learning	Experienced
2. Displays beliefs, behaviors and practices that are supportive of adult learners	
a. Fosters learner-centered instruction	Entrance
b. Demonstrates empathy, patience, and support	Entrance
c. Demonstrates cultural awareness and sensitivity	Entrance
d. Identifies and supports learners' with learning difficulties	Experienced
e. Accommodates adult learners' multiple learning styles	Experienced
f. Understands demands of adult roles and responsibilities as workers, parents, citizens	Experienced
g. Accommodates scheduling needs dictated by learners' work or home responsibilities	Experienced
3. Conducts classes in a manner conducive to learner interaction	
a. Encourages learners to share their knowledge and skills	Entrance
b. Acknowledges and utilizes the knowledge that adults bring to the classroom	Entrance
c. Encourages adult learners to voice their opinions	Entrance
d. Models the sharing of knowledge and skills	Experienced
e. Guides learners to take leadership roles within the classroom	Experienced

ADULT THEORY IN PRACTICE STANDARD: PERFORMANCE INDICATORS

UNIT 2: PROMOTES INDEPENDENT AND LIFELONG LEARNING

1. Reinforces positive attitudes toward learners' potential for success

a.	Holds high expectations for learner achievement	Entrance
b.	Challenges learners to go beyond their perception of their own limitations	Entrance
c.	Meets learners where they are and fosters their potential for change and growth	Experienced
d.	Develops within each learner a sense of his/her talents, progress and ability	Experienced
e.	Encourages adult learners to practice self-evaluation and strive for continual improvement	Experienced

2. Designs activities for and encourages independent study skills

a.	Encourages adult learners to show initiative in identifying their educational needs	Entrance
b.	Helps learners to set goals based on their needs and feedback from others	Entrance
c.	Encourages learners to use daily life experiences as opportunities for learning	Entrance
d.	Helps learners identify barriers to their learning and formulate possible solutions	Experienced
e.	Guides learners to define their goals as family members, workers and citizens	Experienced

INSTRUCTIONAL EXPERTISE STANDARD: PERFORMANCE INDICATORS

UNIT 1: EXHIBITS COMMAND OF CONTENT

1. Demonstrates proficiency in the subject area in which they provide instruction

a.	Possesses knowledge of current materials that are appropriate for adults	Entrance
b.	Possesses knowledge of current methods appropriate for adults	Entrance
c.	Possesses knowledge of content area at instructional level	Entrance
d.	Uses current methodologies and procedures specific to the content area	Experienced
e.	Keeps abreast of research and trends in the content area	Expert

2. Develops and organizes curriculum

a.	Evaluates and selects effective adult curriculum materials	Entrance
b.	Provides curriculum for varying ability levels	Entrance
c.	Designs/adapts curriculum to address current topics and themes	Entrance
d.	Integrates curriculum across content areas	Experienced
e.	Creates and uses learner-generated materials	Experienced
f.	Designs/adapts a competency based curriculum	Experienced
g.	Engages learners in participatory curriculum development	Expert

UNIT 2: DESIGNS AND PLANS INSTRUCTION

1. Designs instructional plans

a.	Utilizes a learning plan for each instructional session	Entrance
b.	Promotes active student involvement in classroom instruction	Entrance
c.	Uses bias-free language and materials	Entrance
d.	Utilizes an appropriate variety of instructional techniques	Entrance
e.	Organizes a sequential plan of instruction	Entrance
f.	Utilizes an appropriate variety of instructional groupings	Experienced
g.	Designs instruction that develops higher order thinking skills	Experienced
h.	Integrates appropriate technology with instruction	Experienced
i.	Regularly evaluates learning plans and progress toward outcomes	Experienced

2. Designs individual educational plans

a.	Creates an individual learning plan with each student	Entrance
b.	Designs instruction that matches individual learning plan	Entrance
c.	Consistently offers constructive and supportive feedback	Entrance
d.	Selects appropriate methods and materials to meet individual learning plan	Experienced
e.	Encourages independent study skills?	Experienced

3. Encourages critical thinking

a.	Motivates learners to solve problems	Entrance
b.	Relates learning opportunities to current concerns and issues	Experienced
c.	Models critical thinking skills	Experienced
d.	Uses questioning techniques to stimulate critical thinking	Experienced
e.	Encourages creative thought and expression	Experienced

UNIT 3: ASSESSES AND MONITORS LEARNING

1. Understands methods and tools used for formal and informal assessment

a.	Continually checks for learning in each instructional session	Entrance
b.	Has knowledge of the content of formal assessment tools	Entrance
c.	Interprets formal assessment results for instructional planning	Experienced
d.	Can administer formal assessment instruments	Experienced
e.	Chooses and administers informal assessment instruments	Experienced
f.	Utilizes the results of formal and informal assessment in modifying methods and curricula	Experienced
g.	Has knowledge of the context of formal assessment tools	Expert
h.	Designs and administers informal assessment instruments	Expert
i.	Uses group assessment results for planning program improvement	Expert

COMMUNITY INTERACTION STANDARD: PERFORMANCE INDICATORS

UNIT 1: UTILIZES COMMUNITY RESOURCES

1. Establishes working relationships with agencies/institutions serving adult learners

a.	Possesses knowledge of functions of community agencies/organizations	Entrance
b.	Helps learners identify community resources (daycare, social services, etc)	Experienced
c.	Establishes contacts to refer learners to community agencies	Experienced
d.	Knows when to refer adult learners to other agencies	Experienced
e.	Represents the agency in inter-agency collaborations	Expert

2. Uses knowledge of community resources to expand teaching and learning

a.	Brings the community into the classroom with speakers and issues	Entrance
b.	Utilizes community resources for the instructional program (field trips)	Experienced
c.	Ties instruction to local workplace requirements and skills	Experienced

UNIT 2: ENCOURAGES ADULT LEARNER INVOLVEMENT IN THE COMMUNITY

1. Encourages adult learner to explore new roles in the community

a.	Encourages learners to become aware of community issues	Entrance
b.	Provides opportunities for learner involvement in community activities	Experienced
c.	Encourages learners to become active in influencing community institutions	Expert
d.	Encourages learners to advocate for themselves and to take appropriate actions	Expert

2. Utilizes technology to build student awareness of the community and the world

a.	Uses the Internet to access information on community issues and resources	Entrance
b.	Teaches learners to access information, community issues, and resources	Experienced
c.	Integrates and creates computer-based assignments related to community and work issues	Expert

COMMUNITY INTERACTION STANDARD: PERFORMANCE INDICATORS

3. Promotes active citizenship

a.	Integrates information about voting into the classroom	Entrance
b.	Encourages participation in voting and other aspects of the electoral process	Experienced
c.	Promotes understanding of environmental issues (pollution, etc.)	Expert

UNIT 3. UNDERSTANDS RELATIONSHIP BETWEEN PROGRAM AND COMMUNITY

1. Participates as an adult educator in community affairs

a.	Actively participates in the recruitment of adult learners	Entrance
b.	Serves as a resource on issues related to adult basic education (w school district, agency, library)	Experienced
c.	Serves as a member of an advisory board or task force related to adult education	Expert

2. Advocates and promotes adult education in the community

a.	Promotes community recognition of learners' accomplishments (through public relations, public events)	Experienced
b.	Serves as a spokesperson on the issues and needs of adult education in the community	Expert

PROFESSIONAL DEVELOPMENT STANDARD: PERFORMANCE INDICATORS

UNIT 1: PARTICIPATES IN FORMAL PROFESSIONAL DEVELOPMENT ACTIVITIES

1. Participates in Pennsylvania's professional development and training programs

a.	Attends New Teachers Institute	Entrance		
b.	Attends program training	Entrance		
c.	Attends PDC seminars and training workshops	Entrance		
d.	Attends PAACE Midwinter Conference	Entrance		
e.	Presents at PAACE Midwinter Conference		Experienced	
f.	Participates in Agency Improvement Team Meetings		Experienced	
g.	Participates in Learning From Practice		Experienced	
h.	Leads Learning From Practice Groups			Expert
i.	Is a Teacher Trainer (Modules, EQuAL, facilitator)			Expert
j.	Is a Tutor Trainer			Expert

UNIT 2: MODELS LIFELONG LEARNING IN OWN PROFESSIONAL DEVELOPMENT

1. Participates in on-going, self-directed professional development

a.	Observes and models expert teachers	Entrance		
b.	Networks with colleagues at local level	Entrance		
c.	Networks with colleagues at regional and state level		Experienced	
d.	Reads professional literature related to the field		Experienced	
e.	Utilizes technology for continuous professional development		Experienced	
f.	Maintains professional organization memberships		Experienced	
g.	Actively participates in state professional adult education organizations		Experienced	
h.	Networks with colleagues at national level			Expert
i.	Presents at regional and national conferences			Expert
j.	Contributes to the knowledge base of adult education (presentations, publications)			Expert

2. Maintains awareness of current adult learning theory

a.	Attends adult learning theory workshops, seminars and courses	Entrance		
b.	Actively shares adult learning theory expertise with colleagues			Expert

PROFESSIONAL DEVELOPMENT STANDARD: PERFORMANCE INDICATORS

3. Develops a personal development plan

a.	Completes a self-evaluation plan	Entrance
b.	Develops learning goals as relates to personal practice	Entrance
c.	Develops learning goals as relates to program goals	Experienced
d.	Enrolls in and completes advanced training	Expert
e.	Can articulate a personal philosophy of adult education	Expert

PROGRAM OPERATIONS STANDARD: PERFORMANCE INDICATORS

UNIT 1: UNDERSTANDS GOALS, POLICIES AND PROCEDURES OF AGENCIES

1. Knows and understands agency/institution goals and policies

a.	Can paraphrase the agency's mission statement	Entrance
b.	Can state the varied activities of agency	Entrance

2. Knows and supports program goals and objectives

a.	Can describe the populations targeted for program	Entrance
b.	Can detail the process of GED attainment	Entrance
c.	Can link Instructional plans to program goals, policies and procedures	Experienced
d.	Can create instructional plans that meet federal and state regulations	Expert

UNIT 2: EXHIBITS ACCOUNTABILITY

1. Knows and supports program/institution procedures and policies

a.	Accepts personal responsibility for job attendance, timeliness and job performance	Entrance
b.	Operates within the budget	Entrance
c.	Maintains learner materials	Entrance
d.	Manages time effectively	Entrance
e.	Complies with program regulations	Entrance
f.	Submits required documents in a timely manner	Entrance

2. Maintains accurate student records

a.	Administers standardized assessments recommended by the state	Entrance
b	Utilizes data collection technology for local and state reporting	Entrance
c	Evaluates and documents learner progress	Entrance

PROGRAM OPERATIONS STANDARD: PERFORMANCE INDICATORS

UNIT 3: FUNCTIONS AS AN EFFECTIVE TEAM MEMBER

1. Works effectively with peers and supervisor

a.	Attends team meetings	Entrance
b.	Actively works toward team goals	Entrance
c.	Respects individual team members' differences	Entrance

2. Learns from others

a.	Seëks feedback from peers	Entrance
b.	Is an effective listener	Entrance

3. Assists in the refinement of current program or in the development of new ones

a.	Contributes ideas and solutions	Entrance
b.	Brings learning from outside the agency into the agency	Experienced
c.	Incorporates research and best practices in program development	Expert

ATC STANDARDS

Category ID: DI1b

Standard: PROFESSIONAL DEVELOPMENT

Unit: PARTICIPATES IN FORMAL PROFESSIONAL DEVELOPMENT ACTIVITIES

Level: Entrance

Performance Indicator: Participates in PA's professional development and training programs

Completed on:

Competency: Attends program seminars and training workshops

Demonstrated by:

Teacher FName

Teacher LName

Program

TAP Mentor/Supervisor

Comments

ATC STANDARDS

Category ID: DI1d

Standard: PROFESSIONAL DEVELOPMENT

Unit: PARTICIPATES IN FORMAL PROFESSIONAL DEVELOPMENT ACTIVITIES

Level: Entrance

Performance Indicator: Participates in PA's professional development and training programs

Completed on:

Competency: Attends PAACE Midwinter Conference

Demonstrated by:

Teacher FName

Teacher LName

Program

TAP Mentor/Supervisor

Comments